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ABSTRACT

This final report describes activities and accomplishments of a 3-year federally supported project in New York to replicate effective partnerships between community rehabilitation programs and school districts working to improve the transition of youth with disabilities to post-school employment. Through use of a direct mentoring process, the project worked to close the gap between research and products about effective models and the actual replication of exemplary practices that are cost-effective and focused on student results. The project was implemented by a state-level partnership between the New York State Rehabilitation Association and the State Education Department of Vocational and Educational Services for Individuals with Disabilities. Ten leadership organizations were identified and provided with training in consultation skills and four implementation sites were selected to receive technical assistance and mentoring services from these leadership organizations. Overall results from the implementation sites indicated more students being served, involvement of more community resources, earlier student access to services, greater community involvement by students, and greater awareness by employers about hiring persons with disabilities. Extensive appendices include detailed project results and materials such as a technical assistance guide and consultation training materials. (DB)

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Final Report

Partnerships with Schools Project

Submitted to

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Submitted by

New York State Rehabilitation Association
Rehabilitation Research and Training Institute
155 Washington Avenue, Suite 410
Albany, New York 12210

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Final Report
Partnerships with Schools Project

I. BACKGROUND:

The New York State Rehabilitation Association (NYSRA) in consultation with the New York State Education Department Office of Vocational and Education Services for Individuals with Disabilities (VESID) is committed to the goal of assisting youth with disabilities, to prepare for successful competitive employment. To enhance this commitment, NYSRA pursued and was awarded a three year grant by the United States Education Department Office of Special Education and Rehabilitation Services to test the potential of replicating effective partnerships between community rehabilitation programs and school districts to improve the transition of youth with disabilities to post school employment. A fourth year was added to the project as a no cost extension. The goal of the project was to assist schools to better serve students with disabilities achieve better educational and career outcomes through partnering with community-based rehabilitation programs.

It was clear early on in the project that there were practical resource problems for schools in implementing the extensive reform activities that were being undertaken to effect improvements throughout the public education system, including career preparation and other transition services required for progress. These efforts represented a state of continuous change for educators, challenging staff to prioritize time and resources among several major change activities occurring simultaneously. The limits on school staff to be released from ongoing responsibilities also limited opportunities for personnel who knew how to implement effective practices to share their knowledge with others who needed the information.

It was the premise of this project that the schools cannot and should not invest resources in inventing the critical components of community referenced vocational assessment, person centered career planning, work based learning sites and support services when these already existed in the community rehabilitation system. The replication of partnerships with community rehabilitation programs throughout New York State were expected to become a more cost effective way to make career development services available to youth with disabilities in transition.

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This outreach project was designed to assist educational agencies and community rehabilitation programs in implementing proven models and exemplary practices to improve secondary education and transition services for youth with disabilities. By replicating effective school-community rehabilitation partnerships through the use of a direct mentoring process, this project worked to close the gap between research and products about effective models and the actual replication of exemplary practices that are cost-effective and focused on student results.

Through the State level partnership between the New York State Rehabilitation Association (NYSRA) and the State Education Department's Office of Vocational and Educational Services for Individuals with Disabilities (VESID), the project objectives were to:

- Disseminate information about proven models and exemplary practices that demonstrate improved secondary and transition services for students with disabilities;
- Replicate proven models and exemplary practices in multiple sites that represent diverse student populations, schools with varying levels of wealth/poverty, and urban/rural settings across the State; and
- Evaluate outreach activities to determine their effectiveness.

These objectives were pursued by providing fiscal incentives to assist educational agencies and community rehabilitation programs in offsetting the costs of implementing proven models and exemplary practices. This project worked to ensure that implementation of effective practices occurred, met the educational service needs of youth in transition, and limited costly and unnecessary local school district investment in the development of new career preparation services for in-school youth with disabilities by partnering them with community rehabilitation agencies.

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The project expected to achieve the following impacts:

1. School participation of youth with disabilities;
2. Post-school participation in employment, postsecondary education and independent living; and
3. The capacity of school districts and community rehabilitation programs to provide transition services to youth with disabilities.

The project used the following definitions:

Students with disabilities: Students with mental retardation, hearing impairments (including deafness, speech or language impairments), visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities. These students are not necessarily only those students who have been classified by the Committee on Special Education. They may be students with disabilities who are considered eligible for services in the adult service systems.

Transition services: A coordinated set of activities for a student designed within an outcome-oriented process which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities is based upon the individual's interest, and include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

II. ACTIVITIES AND ACHIEVEMENTS

In the initial stages of the project, linkage activities were solidified with VESID, which included a committee consisting of key staff from the policy division to work with NYSRA in positioning the project for success. Efforts first concentrated on identifying, model programs through an RFP process. However, this was not successful and a more rigorous survey approach was undertaken to identify the needs of schools and community rehabilitation agencies as they served youth with disabilities in transition. The results of these surveys are provided in Appendix 1 and Appendix 2. These surveys began to capture the expertise and capability of professionals engaged in providing transition services, which became the Leadership Network, and also began to get more schools and rehabilitation agencies aware of and interested in the Partnership Project.

The first survey, which was completed with a sample of rehabilitation professionals involved in transition programs with schools, showed that there were definite benefits for students when rehabilitation agencies became involved in local transition planning with schools (see Table 1). Students gained greater exposure to the world of work, enabling some to continue on to graduation and post-secondary education and training opportunities. The continuity of services after graduation was more evident. Also, specialized services, such as orientation and mobility training were made available to students while still in school. Parents acknowledged the value of having rehabilitation agency personnel involved. Other important findings included the report that employers welcomed their work with students and schools and encouraged more collaboration activities. Also, school and rehabilitation professionals found that working together was in each other's interests and the added resources that each brought helped them become more successful. Finally, rehabilitation agencies were able to contract with schools for services provided, thus increasing their revenue.

Table 1

Successes

Students developing vocational skills sooner
Students receiving needed services sooner
Students obtaining better jobs sooner
Students and their families connected to rehabilitation providers that can continue school program
Better collaboration between parents, school personnel and rehabilitation providers
More businesses involved in providing opportunities to students
Schools are taking greater advantage of community resources
Better working relationships between school and rehabilitation personnel
Satisfactory financial arrangements are being worked out between schools and rehabilitation providers

Barriers, however, also were noted (see Table 2). There was a lack of awareness in the school community about the resources and services rehabilitation agencies could provide and a general belief that such services could not be paid for through special education funding. Rehabilitation providers also reported that school bureaucracies were very difficult to deal with and that key decision-makers tended to be inaccessible. Schools also were not used to the individualized programming preferred by the rehabilitation providers and sought to have services given in the more traditional group and classroom-based approaches. Developing curriculum for groups was an adjustment that rehabilitation providers sometimes found difficult. A somewhat related issue was that the typical testing program administered by schools was not adequate for rehabilitation planning. Also difficult was getting an understanding about the IEP process and the roles and responsibilities associated with it, particularly the requirement that school personnel supervise all other professionals serving students under the IEP. Another barrier, quite surprising, was the reluctance of VESID to support partnering until students had opened a file with VESID. However, this mitigated against serving students in middle schools since they were usually too young for VESID to serve. This was an unexpected source of frustration.

Table 2

Barriers

Confusion still exists about how to use special education funding to pay for services delivered to students by rehabilitation providers
Rehabilitation providers are not always recognized as part of the student's team and meet resistance from parents
Schools primarily provide services through groups and do not understand the individualized approach of rehabilitation providers
Schools have many bureaucratic administrative layers which are difficult for rehabilitation providers to navigate
VESID often does not open cases soon enough for younger students
Schools sometimes do not refer enough students to make it cost effective for rehabilitation providers
Rehabilitation providers are not aware of the legal requirements schools face as a result of the implementation of Individualized Educational Plans, particularly that the schools must supervise all services provided under the plan
The testing programs used by schools do not meet the requirements of adult state service agencies
Funding sources for services offered through rehabilitation providers are often insufficient

In spite of the barriers, there were clear opportunities identified for partnering and a very evident willingness on the part of rehabilitation professionals to learn more about working with schools for transition programming. This led to an active training program directed at schools and rehabilitation agencies as well as through regional and statewide conferences. This served to further interest in the project as well as to share the knowledge gained by the Leadership Network throughout the state.

The second survey was done to capture the extent of transitioning partnering in the state. A total of fifty-nine partnerships responded. Each described its program in terms of students served, services provided, and outcomes. This group formed the basis around which subsequent work to identify potential mentors and implementation sites for enhanced programming would be accomplished. Included in the 59 programs were:

- 19 rehabilitation providers
- 10 BOCES programs
- 20 school districts
- 1 residential school
- 9 other kinds of student

Additional outreach was provided to other state government agencies that serve youth with disabilities in transition, such as the Office of Mental Retardation and Developmental Disabilities, the Office of Mental Health, and the Commission for the Blind and Visually Handicapped. This ensured that the project was fully endorsed by all the key state agencies, thus broadening the network available to project staff and greatly facilitating communications about the project and its acceptance. These affiliations also led to successful efforts to influence the state Education Department to change some of its regulations to remove identified barriers to the collaboration of schools and rehabilitation agencies.

In a subsequent survey, which required interested programs, including schools and community rehabilitation agencies, to document their achievements and capabilities, twenty organizations were identified as potential Leadership Organizations (see Appendix 3). The breakout of program categories was as follows:

- 11 were rehabilitation providers
- 7 were school districts
- 2 were BOCES programs

After a series of qualifying site visits, ten organizations were actually selected to become Leadership Organizations, ones that were certified to provide consultation and technical assistance to other schools and rehabilitation agencies. These leadership organizations were provided with training in how to be consultants by NYSRA.

Subsequently, an RFP process was again used to seek out schools and rehabilitation agencies that wished to improve their community partnerships and enrich local transition services to youth with disabilities. Over 40 proposals were received. After much review, four sites were selected to receive funding assistance from NYSRA to link up with one or more of the Leadership Organizations. The successful programs were called Implementation Sites. These sites were required to work out a plan with their selected Leadership Organization(s), which included goals, activities, timeline and budget. Leadership Organizations and the Implementation

sites were required to submit monthly progress and budget reports to the Project Director and Evaluator. Seven leadership organizations were selected to assist Implementation Sites.

In feedback to the Project Evaluator, participating staff of both Leadership and Implementation teams provided detailed descriptions of the accomplishments, as well as strengths and barriers faced by the projects. The highlights at each site are outlined below.

Arlington CSD/Rehab Programs Inc (Leadership Organizations: Rensselaer ARC/Troy City School District and Northeast Career Planning/South Colonie High School)

- Impact
  - Focus on enhancing the overall program offered by Rehab Programs Inc. to school districts, including greater involvement with IEP development, and more community based vocational assessments
  - Enhanced school curriculum at the freshman grade level
    - Rehab Inc has added a classroom component to its services
    - Rehab Inc has come to serve two additional school districts
- Strong points
  - School system view
    - Focus on serving more students
    - Learning how others are doing it
  - Rehabilitation provider view
    - Learning how to work with schools
    - Building new partnerships
    - Delivering more services to students
- Weak points
  - School system view
    - Difficult to find time to schedule for partnering
  - Rehabilitation provider view
    - Scheduling with the schools was difficult
    - Lack of direct hands-on time to work together
- Needed improvements
  - School system view
    - Need to set up a regular communication schedule, even if by phone or email
  - Rehabilitation provider view
    - There are really no experts. Each team or partner can learn from the other teams and partners. Everyone needs to learn more.

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Wellsville School District and Allegany ARC (Leadership Organizations: Falconer School District/The Resource Center and Schalmont School District/Schenectady ARC)

- Impact
  - Community-based paid internships developed for Wellsville students
  - Allegany ARC provided work readiness classes, on-site job coaching, and student assessments
  - All participating employers have expressed interest in continuing their involvement in the program
  - Four of six students completed the program with two students possibly becoming employed at time of final reporting
  - Wellsville administration is recommending the school board continue the program for another year
  - Another partnership opportunity may result in the coming year
- Strong points
  - School based view
    - An alternative program was available to students who did not meet BOCES or other program requirements
    - The community became more aware of the value of hiring persons with disabilities
    - Students who can benefit from services became clearly defined as well as the services needed by them
  - Rehabilitation provider view
    - Being able to expose six students to the world of work
    - Having a very experienced rehabilitation professional, knowledgeable about the local community, available to work with the school
    - Building a cooperative relationship with the local BOCES program so that the rehabilitation partner provides job coaching support to BOCES
- Weak points
  - School based view
    - Submitting reports on time
  - Rehabilitation provider view
    - The initial threat of competition posed by BOCES, which can offer state aide reimbursement, and the rehabilitation provider cannot. However, it looks like this will be resolved positively as BOCES is considering contracting for job coaching services.
    - The distance between one Leadership team and the implementation site made regular contacts difficult
- Needed improvements
  - School based view
    - None
  - Rehabilitation provider view
    - Need to develop student and employer satisfaction surveys to more quickly identify issues needing to be addressed

- Need to develop training to help students improve their self esteem
- Need to have official board of education approval
- Need alternative sources of funding

Dutchess County BOCES (Leadership Organizations: Freeport Public Schools/Abilities, Inc. and Sewanhaka Schools/Nassau BOCES)

- Impact
  - Organizations from the Dutchess County area have become informed about necessary linkages for bringing transition services in partnerships to youth with disabilities, including the community college and VESID
  - A local CRP is interested in replicating a successful transition program
  - A potential in Dutchess BOCES to replicate the credit bearing course that was created in Freeport
- Strong points
  - School based perspective
  - Rehabilitation provider perspective
    - The strong interest of the Implementation Site staff in the program to be replicated
    - The commitment of the two lead organizations to contribute to improving services to youth in transition in another community
- Weak points
  - School based perspective
  - Rehabilitation provider perspective
    - The difficulty managing student community-based internships in a more rural area lacking adequate transportation arrangements between school districts
    - Lack of time to fully implement the project
    - Distance between the lead teams and the implementation teams
    - Communication difficulties in terms of staying in touch on a regular basis
    - Schedules between upstate and downstate schools were different making it difficult to make meeting and communication connections
- Needed Improvements
  - School based perspective
  - Rehabilitation provider perspective
    - Need to access funds to pay students for their work as well as to pay incentives to their mentors
    - Need to identify potential linkages in community sooner
    - Need a clear timeline and commitments from all parties to adhere to timeline and activities

Heritage Centers and Kenmore Tonawanda School District (Leadership Organizations: Troy City School District and Rensselaer ARC/Arlington School District and Rehab Programs)

- Impact

- A program was extended at Depew High School (western New York) for students with disabilities in transition
- A CRP (Heritage Centers) and SUNY Buffalo are partnering in the program
- Businesses are involved in providing internships to students
- 110 students from grades K-12 participated in the program
- Elementary and Middle School students gain work experience in school stores and participate in site visits to local employers – CRP job coaches assist in this effort
- High school students take part in job shadowing and internships at local businesses which are facilitated by job coaches
- Transitioning students are being linked to VESID and other community-based resources

- Strong points
  - School based perspective
    - Collaborations formed
    - Access to job coach
    - Vocational services available in the classroom
    - Transition planning assistance
  - Rehabilitation provider perspective
    - The collaboration between the CRP, the school and local businesses
    - Applying the skills of rehabilitation professionals to school settings
    - Being able to implement the program with elementary students
    - Opening up community-based learning experiences for the students
- Weak points
  - School based perspective
    - Issues associated with unions
  - Rehabilitation provider perspective
    - Lack of parental involvement in spite of efforts to achieve this
    - Union issues
- Needed Improvements
  - School based perspective
    - More staff and more funding
  - Rehabilitation provider perspective
    - Need to document disabilities of students better to target community resources better
    - Need to involve a mental health agency to address needs of students with emotional needs
    - Need to develop a structured mentor program for students, particularly those in high school

III. OVERALL SUMMARY OF RESULTS FROM IMPLEMENTATION SITES

More students being served – Clearly, one of the most significant findings is that the partnered projects were able to serve more students, including those at younger ages, even at elementary and middle school levels in some instances. This achievement occurred in a context of increasingly greater mandated services required by the state Department of Education. Many educators are fearful that programs for special needs students will be short changed as a result of implementing the mandates. However, these schools were able to overcome that fear and actually served greater numbers of students.

More community resources being involved – One of the reasons for being able to serve more students possibly rests with the finding that additional resources from the community were tapped, supplementing those of the school. Most of these services were offered directly through the rehabilitation services partner or brokered through their service network. Chief among these resources were access to local employers who were willing to provide a range of work experience activities for the students.

Students accessing services sooner – Two things occurred related to this. As already stated, students were served by the partners at a younger age. Also, the students were linked to VESID earlier and along with the advocacy and facilitation of the rehabilitation partners were made eligible for the wide array of services and support available from VESID.

Getting students involved in the community – Students with disabilities often do not have access to the same maturation-enhancing activities as their peers without disabilities, particularly in the area of gaining in-school work experiences, which can be so instrumental in career decision-making. Students in the partnered programs had opportunities to engage in a wide variety of activities exposing them to the world of work. This included job shadowing, informational interviews, and part time and summer work experiences. Some actually acquired full time employment as a direct result of their experience. Not only did the students become more involved in gaining work experiences but also they were exposed to other contacts in the

community, such as transportation systems, that provided them with additional learning experiences.

Employers more aware of hiring persons with disabilities – Without employers being willing to work with the staff and students, there would be little success to speak about. Staff of the partnered programs reported that employer recruitment was not difficult, in spite of the timing of the project start ups coinciding with the downturn in the economy. Most gratifying, was the willingness of employers to hire students after they graduated, and to commit to continued involvement in the coming years.

Along with the successes, however, there were still barriers that hindered the projects. Each of these is briefly described.

Time limitations – There were two issues involved here. First, the projects required that leadership organization and implementation site staff meet to plan the goals and activities for each of the projects. In many instances, considerable distances separated these sites. Thus, projects suffered from delays due to difficulties finding the time in the schedules of busy professionals. Once personal relationships became better established, telephone and email communications often sufficed. A second timing issue existed for the local partners. The schedules of school staff and rehabilitation professionals are quite different. There is little time in the day for educators to meet. This pressure gradually subsides as the project takes shape and roles and responsibilities become more clearly defined. However, due to the many required courses now in place, it is an ongoing problem to squeeze transitional services into the school day.

Funding – The major difficulty here is to find the means to reimburse rehabilitation agencies for their services to schools. Traditionally, in many schools, transition services are provided through arrangements with local BOCES, which qualifies for state reimbursement. Thus, local dollars are saved for other purposes. There is no direct reimbursement scheme in place for non-BOCES organizations, such as rehabilitation providers. It is difficult for local

school boards to commit to spending local dollars for services that formally were paid for through the state. However, several of these projects have found ways of using existing special education budgets to support these new services and school boards have made commitments to continue local support. The issue of funding mechanisms is not clear and clarification from the Department of Education is needed.

Getting parents more involved – The projects indicated that parents initially are suspect of having their children participate with rehabilitation providers. Special outreach to parents to convince them of the educational and experiential value of the partnerships is needed. Once parents understand the contributions available through rehabilitation organizations, support is forthcoming.

Documentation - Schools and adult rehabilitation service systems require different assessments for documenting needs and capabilities. To help students become eligible for VESID services, for example, additional resources and time are required to acquire the necessary documentation. Better coordination and more flexibility will do much to eliminate this problem.

Greater array of community resources – Even though the partnerships were able to expose students to the community to a greater extent than before, most of these connections were delivered through the rehabilitation partner and most were focused on work. Additional service entities need to be brought into the partnerships and other important life areas, such as leisure and social pursuits targeted to provide students with a more well-rounded and balanced program.

IV. SUMMARY OF WHAT WAS LEARNED FROM IMPLEMENTING THE PARTNERSHIP PROJECT AND NEXT STEPS

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Year ONE - ASSESSMENT PHASE:

Prior to this project, the concept of leadership mentors was just that, a concept. In New York State, school districts and community rehabilitation providers met and informally discussed their partnership outcomes, but no research or concrete evidence existed that this activity was happening. The grant executed a RFP the first year that did not ultimately result in the identification of these leaders. It did however, lead to a survey and interview process that confirmed that partnerships existed that produced student and organizational results.

Year ONE and TWO - OUTREACH and COMMUNICATION PHASE

Community Rehabilitation Providers have primarily contracted with state rehabilitation agencies formally for delivery of rehabilitation services to adults. An outcome of this project has been the understanding that school districts are complex communities with unique, not statewide operations. Although, school districts follow state regulations and receive state funding, decisions for the most part are made locally and are based on the unique variables of each community. Local relationships among schools and other organizations have been established and tested over time. Training on the implementation of the Workforce Investment Act was provided to community rehabilitation providers. This experience convinced us that on-going preparation for collaboration will be valuable and will assist community rehabilitation providers to market their services as a resource to school districts.

Year TWO – TRAINING & IDENTIFICATION PHASE

Meetings, networking, development of materials, training seminars and one day conferences led grant staff to formalize the identification of "leadership partners" ready to offer consultation and/or mentoring to "implementation partners", now identified as needing these services and ready to work with the resources.

Year THREE – PLAN & ACTION PHASE

"Implementation partners" were informed that "leadership teams" were available to them. Together, they submitted a plan for the coming school year, January 2001 – July 2001 based on criteria established in the Project mini-grant process, developed by the Project Evaluator. Mini-grant activities occurred with final reports submitted in June 2001.

Technical Assistance Day in May, 2001 brought partners from both school and community rehabilitation providers to the table to look at "Best practices" in partnering with consultant Chris Kingsley from Brandeis University. The State Education Department reported on its long-term commitment to transition services and to NYSRA to continue to fund activities that brings school and community rehabilitation partners together. Plans have been made in collaboration with the Education Department, SUNY Buffalo RRCEP II, APSE (Association of Persons in Supported Employment) and the Coalition of Mainstream Employment for technical assistance sessions in Buffalo, New York City and Albany as follow-up activities to this grant. NYS State Education, VESID, has assigned staff to look at the funding issues around state aid reimbursement and other factors that appear to block "partnerships" between school districts, BOCES and Community rehabilitation agencies.

V. DISSEMINATION ACTIVITIES

The main focus of this grant was always to share best practices and lessons learned. This final report is a compilation of the information we knew, information we discovered and recommendations and or plans for follow-up for technical assistance to continue the learning process between school districts and community rehabilitation providers.

The project has developed a video that has captured the words of the actual parties involved in the process of developing and implementing school and provider partnerships. It reports out findings and statistics, identifies strategies and barriers and seeks to encourage and support existing and future partnerships.

The video will be distributed to all grant partners including the school districts, BOCES programs, community rehabilitation providers and all state agencies with Children's Services agenda. Since NYSRA and New York State Education Department have confirmed a continuing working relationship on this topic of Transition and Partnership, information about the results of the grant activities will be available in the newsletters, NYSRA website, SED website and other publications as appropriate.

The NYSRA website, www.nyrehab.org, has a new page dedicated to Transition Services for Youth with Disabilities and the Partnerships with Schools project. Initially the page is dedicated to the dissemination of the grant results. However, it will develop to be a page that functions as a source of new information – both policy and program, connecting with colleagues needing advice in program development and an opportunity to plan for future needs of children and the system that works for them.

A "Leadership Directory" has been developed that lists the "leadership partnerships" which provided consulting services to implementation sites in the last year of the grant. They have all agreed to participate in the Directory that will be sent to all school districts in New York, to all community rehabilitation providers and state agencies with Children's Services agenda. NYSRA through its Vocational Rehabilitation Division's partnership with Schools Committee and the NYSRA staff will serve as a conduit to connect the people needing assistance with the people offering the consult.

Finally, the last venues for information dissemination directly connected to the grant are the Technical Assistance Programs being planned by other trade and training organizations that are working now in coalition with NYSRA as a result of the project. New York, being as big a state as it is, needs several sessions to spread the word. The RRCEP II, Association of Person in Supported Employment, Coalition of Mainstream Employment as well as the Special Education Department of the VESID will be working respectively in Buffalo, New York City and Albany

to provide Technical Assistance Sessions. These sessions will be consistent with the findings of the grant and meet the needs of the region. The key outcome for participants to learn from each session is how to work better as partners in providing school to work transition services to students with disabilities. This will be the cornerstone on which the next round of programs and partnerships are developed in New York State.

Appendix 1
Survey Summary
1998

NYSRA's Vocational Rehabilitation Division's

Partnerships with Schools Committee

Survey Summary - November 1998

Planning Areas	***Successes*** Reported by Rehabilitation Providers	
▪ Customer	1. Identification of students who would benefit from preparation for employment services in conjunction with academic coursework. 2. Early identification of students' problems/needs and the school's methodologies that extend support to bridge these needs to successful outcomes. 3. Earlier development of students' occupational skills. 4. Rehabilitation Providers developing a variety of services that meet educational benchmarks. 5. Rehabilitation Providers delivering orientation and mobility instruction for students, families and teachers.	6. Parents seeing the value of Rehabilitation Providers' services for their children, before parents are presented with the difficult decision of selecting services following the students' graduation from school. 7. Students have been immediately placed in jobs that match their abilities and interests upon graduation. 8. Students and families having relationships with Rehabilitation Providers who can deliver extended services, upon graduation or later. 9. In some cases, the school and rehabilitation provider partnership has enabled students, when appropriate, to graduate earlier.
▪ Administration	10. Rehabilitation Providers are working with a variety of schools. 11. Rehabilitation Providers are finding that businesses are very interested in supporting students in attaining the "soft skills" that lead to positive relationships and job retention.	12. Rehabilitation Providers are enjoying the opportunity to design new services, ie. Career Exploration Programs, for students as young as 14 years of age. The focus here is to assist students mature their understanding of themselves, their community, and their next steps in school.

NYSRA's Vocational Rehabilitation Division's

Partnerships with Schools Committee - Survey Summary

Planning Areas	***Successes*** Reported by Rehabilitation Providers	
▪ Provider / Resources	13) Rehabilitation Providers have brought information to schools on the services available in the community. 14) Rehabilitation Providers who have office space in school buildings find that a natural relationship forms that exceeds outcomes they might achieve through only attending formal meetings, etc. These Rehabilitation Providers find that they become part of the school team, often being asked to brainstorm informally with the staff on possible services for students.	15) Rehabilitation Providers relate that school personnel like the community contacts they develop through relationships with Rehabilitation Providers, and in some cases additional resources have been obtained for the school community, ie. case management services. 16) Rehabilitation Providers report that they receive a great deal of support from classroom professionals.
▪ Budget	17) Local school districts are contracting directly with Rehabilitation Providers.	18) The fiscal contracts between Schools and Rehabilitation Providers vary. Fiscal agreements can be an hourly rate basis, within a monthly reporting time period, and a ceiling of expenditures. Other agreements are set for a school year, and the utilization of the funds is at the direction of the Rehabilitation Coordinator, and the Special Education Director.

NYSRA's Vocational Rehabilitation Division's

Partnerships with Schools Committee - Survey Summary

Planning Areas	***Barriers*** Reported by Rehabilitation Providers	
▪ Customer	1) School personnel, students, parents, and the rehabilitation community is not aware that rehabilitation services can be provided through special education funding, and that these services can be provided by community rehabilitation providers.	2) Rehabilitation Providers note that at times there is inconsistent support from the students' home when the provider is not part of the schools' relationship with the family, and other providers.
▪ Administration	3) In some cases schools and families have a negative perception of adult rehabilitation service provider. 4) Rehabilitation Providers have found that some schools do not understand the application of individualized services. At times, schools have requested that services be provided in groups, rather than supporting an intensive vocational experience for an individual student. 5) Layers of administration in large school districts can make it difficult to reach decision-makers. 6) Rehabilitation Providers report that it is difficult to reach financial decision-makers, that the School's Business Administrators are not included in development meetings unless they request this.	7) Rehabilitation Providers relate that VESID District Offices often do not encourage or support schools' partnerships with Rehabilitation Providers. In some cases, these offices have made direct statements that schools should not work with a Rehabilitation Provider until the students' case is opened with the VESID District Office. Some cases are now opened by VESID two (2) years prior to graduation, but this does not meet the goals of the Middleschool and Rehabilitation Provider Partnerships. 8) Many VESID Rehabilitation Counselors do not appear to have accepted the new responsibilities for School Districts under the Federal IDEA Regulations.

Appendix 2
Partnering Organization Survey Results
1998

NYSRA / VESID Partnerships with Schools Project

Survey Results: *Organizations Leading the Field in Partnering*

	Organizations	Rehab Provider	School District	BOCES	Residential School	Other	Years	# School Partners	# Provider Partners	# Students Served	Notes	Recommendations
	Advocacy Constorium for College Students					x	9				METRO - Barbara Kwarta - VESID - Summary indicates that this is a large group	Not selected. Focus on smaller group, # 25 is a member of this Constorium.
	Ardsley School District		x				3	1	2	10	RURAL - Was not interested in providing consultation services.	Not selected.
	Arlington School District		x				2	2	1	75	URBAN - School pursued Rehabilitation Provider to develop services in middle school, currently pursuing additional	Selected.
	Bedford CSD		x				2	1		25	URBAN - Runs their own services internally and were not interested in partnering.	Not selected.
	Blind Assoc. of W.N.Y.	x					10			45	URBAN /RURAL - Provides mobility services to schools through state agency referrals.	Potential Site. They have community based vocational placement services and would like to work with in-school youth.
	East Rochester School District					x	5	2		55	URBAN - East Rochester School District nominated this BOCES in its efforts to assist them in developing partnership with a Rehabilitation Provider.	Potential Site. The school is interested in building their community based services.
	BOCES # 1 Monroe			x			4 m	1	3	25	URBAN - Career exploration program that engages teachers in coaching.	Selected. Visit team.

NYSRA / VESID Partnerships with Schools Project

Survey Results: *Organizations Leading the Field in Partnering*

	Organizations	Rehab Provider	School District	BOCES	Residential School	Other	Years	# School Partners	# Provider Partners	# Students Served	Notes	Recommendations
	BOCES 2 Monroe Orleans			x			50			1000	METRO - Staff did not get to speak with personnel.	Not selected.
	Capital Region BOCES			x			8	17	25	1000	METRO - Referral and information source that has led to many School District and Agency Partnerships being developed with fiscal service agreements.	Selected. This school has impacted increased vocational placement outcomes for students. Recommended by School Superintendent.
	Considated Industries	x					5	1	1		METRO - DDSO recommended Rehabilitation Provider with Syracuse School District. At Risk Students - United Way Grant.	Potential Site. Service is still in development and this process could benefit from consulting with other teams.
	Continuing Developmental Services	x					10	3	1	40	METRO - Established program that has had a lot of recent changes to their operations.	Potential Site in the last year of this grant. Should provide time for operations to stabilize.
	CWI	x					26				RURAL- Strong interest in providing services in partnership with schools.	Potential Site
	DePew Special Education		x				4	1	1	5	URBAN - School to Work Director has been developing a relationship with a Rehabilitation Provider to serve students in elementary school through high school who have emotional difficulties.	Selected pending visit. This is not an established service, but this school is potentially a leadership organization in collaborating with a wider community.

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	Organizations	Rehab Provider	School District	BOCES	Residential School	Other	Years	# School Partners	# Provider Partners	# Students Served	Notes	Recommendations
	Eastern Monroe STW			x			4				URBAN - School to Work Director could not identify a rehabilitation provider in the community. Main focus is on developing business partnerships.	Not selected.
	Essex County ARC	x					5	1	1	10	RURAL - Some limited success, received some critic on level of integration in community placements.	Potential site. Staff are interested and committed to developing new strategies.
	Falconer School District		x				1	1	1	8	RURAL - Survey started with STW and The Resource Center and Falconer School District was recommended .	Selected pending visit.
	Gateway Community Inc.	x									URBAN - Staff reported high numbers, however through discussion it was realized that a partnership did not exist.	Potential Site. Staff are interested in moving beyond professional meetings to directly serving students.
	Gloversville Enlarged School District		x				15	1	1	250	RURAL - Has had a relationship with the only Rehabilitation Provider in that area. This did not continue due to poor performance.	Selected. School has a strong background in developing collaborative partnerships in their community and can assist other schools.
	Guidance Center	x					9	2	1	200	URBAN - Serves high school and college students with substance abuse issues through the Office of Mental Health support.	Selected pending visit.

NYSRA / VESID Partnerships with Schools Project

Survey Results: *Organizations Leading the Field in Partnering*

	Organizations	Rehab Provider	School District	BOCES	Residential School	Other	Years	# School Partners	# Provider Partners	# Students Served	Notes	Recommendations
	Lexington Vocational Services						8	2	1	150	"	"
	Mill Neck School for Deaf				X		18				URBAN - Currently providing services to residential school.	Potential site.
	Moriah Central School		x				7		1	25	RURAL- School provides all services and is not interested in partnering.	Not selected.
	Moriah Central School						7		1	70	"	"
	Mount Vernon School		x				10	5	5	340	METRO - Not able to connect with Special Education Director	Not selected.
	National Center for Disability Services	X									METRO - Excellent work with the Freeport School District	Select pending visit.
	New Rochelle City School		x				6				METRO - Not able to connect with school personnel.	Not selected.
	NYC Board of Education School to Careers Dept.		x				10			350	METRO - Excellent business partnerships. Do not currently partner with Rehabilitation Providers.	Potential site if Rehabilitation Provider is developed within the parameters identified by school.

NYSRA / VESID Partnerships with Schools Project

Survey Results: *Organizations Leading the Field in Partnering*

	Organizations	Rehab Provider	School District	BOCES	Residential School	Other	Years	# School Partners	# Provider Partners	# Students Served	Notes	Recommendations
	NYC Job Path	x					3	5	1	50	METRO - NYC District 75 Transition Coordinators have highly praised this Rehabilitation Provider services.	Selected.
	NYS CBVH					x	5				METRO - Children's services Rehabilitation Counselor participates in area consortium.	Not selected.
	NYS Office of Child/Family Services					x	3				RURAL - Nominated a collaborative in Fulton County. Does not have school /provider	Not selected. Will provide outreach to association.
	Phoenix Central School	x				x	10				RURAL - Sent in survey to recommend State Agency Rehabilitation Counselor's assistance to their school	Potential Site. In discussing the project with their team they wanted more information to bridge service systems.
	Onondaga Cortland Madison BOCES			x			15	17	2	225	RURAL - School provides all supported employment services, has sheltered workshop work study partnerships.	Not selected.
	Orange Ulster BOCES			x			10	1	1	200	URBAN - Rehabilitation Provider provides vocational services within the school and community.	Selected pending visit.
	Parents on Placement					x	9				URBAN - Assists parents through advocacy and legal representation.	Not selected. Will contact with this group for outreach meetings.

NYSRA / VESID Partnerships with Schools Project

Survey Results: *Organizations Leading the Field in Partnering*

	Organizations	Rehab Provider	School District	BOCES	Residential School	Other	Years	# School Partners	# Provider Partners	# Students Served	Notes	Recommendations
	People Inc.	x					10	6	1	225	METRO - Serves a number of schools and diverse population. Has good community support.	Selected.
	Port Jefferson School District		x				2	2		5	URBAN - Small School working with BOCES and was not interested I working with a Rehabiltation Provider/	Not selected.
	Putnam ARC	x					1	4	1	40	RURAL - BOCES has developed a relationship with this provider to develop community based vocational services.	Potential Site. During outreach sessions, this provider was recommended by school staff for sheltered work study services.
	Putnam ARC						2	3	1	10	"	"
	Questsar III			x						80	METRO - We were not able to reach school personnel.	Not selected.
	Utica Indepent Living Center					x					RURAL - County Youth Office sent in survey recommending this provider. New project that will be adding a Rehabilitation Provider.	Potential Site.
	Rensselaer County, NYSARC	x					4	1	1	50	URBAN - Works with at risk students 3 years before graduation, provides diverse	Selected pending visit.
	Rockland Employment Network					x	10	12	4	-	URBAN - BOCES chairs this network and expressed disinterest in partnering with a Rehabilitation Provider.	Not selected.

	Organizations	Rehab Provider	School District	BOCES	Residential School	Other	Years	# School Partners	# Provider Partners	# Students Served	Notes	Recommendations
	Roxbury Central School		x				5				URBAN - Early intervention service. The school is interested in developing a Middleschool partnership.	Potential Site
	Schalmont Central School		x				2	1	1		URBAN - 14-18 years, school provides job coach and Rehabilitation Provider develops employers, trains staff, and provides vocational counseling.	Selected pending visit.
	Schnectady ARC	x					3	3	1	15	URBAN - Recommended highly Developmental Disability Services Office. Serves city and suburban schools.	Selected pending visit.
	Fulton-Montgomery County School-Agency Task Force					x	1.5	5	2		RURAL - Provide consultation to school personnel.	Potential site. Rehabilitation providers are interested in enhancing their relationships with schools.
	Sewanhaka CHSD		x				15	3	1	730	METRO- Has partnerships with several Rehabilitation Providers. Strong advocate for community based learning.	Selected pending visit.
	Shaker High School		x				10	4	1	650	URBAN - Works with several Rehabilitation Providers in linking case management services to students planning.	Selected pending visit.
	Southern Westchester BOCES			x			5				URBAN - Does not currently partner with Rehabilitation Providers due to fiscal constraints.	Not selected.

NYSRA / VESID Partnerships with Schools Project

Survey Results: *Organizations Leading the Field in Partnering*

Organizations	Rehab Provider	School District	BOCES	Residential School	Other	Years	# School Partners	# Provider Partners	# Students Served	Notes	Recommendations
Southside High School		x				5				School currently provides all services - had never heard about partnerships - interested in project	Potential Site.
Suburban Adult Services	x					10	3	1	24	RURAL - Services are currently in sheltered setting. They have a pending service agreement with a school for community placements.	Potential Site
Tuckahoe Common School District		x								RURAL - Have a small vocational training program, but not a partnership with a Rehabilitation Provider. They are interested in developing a partnership.	Potential Site.
UCP of NY City	x					5	3	1	100	URBAN - Serving students in last six months of school. Interested in working with students at a younger age in partnership with schools.	Potential Site.
Whitehall School		x				1	-	1	2	RURAL -New Transition Coordinator sent in survey to learn more about this project.	Potential Site
Work Force Network					x	6				RURAL - Rehabilitation Provider participates in a collaborative does not currently have a partnership with a school that	Potential Site.

NYSRA's Vocational Rehabilitation Division's

Partnerships with Schools Committee - Survey Summary

Planning Areas	***Barriers*** Reported by Rehabilitation Providers	
▪ Provider / Resources	9) Rehabilitation Providers are not familiar with the curriculums that they might utilize in developing their services to meet schools' career preparation expectations. 10) Rehabilitation Providers report that some schools only refer one or two students' for services and that it can be difficult to develop cost effective services for this small group.	Rehabilitation Providers are not aware of the full scope of the Individualized Educational Plan (IEP) that schools provide. In several cases the Rehabilitation Providers did not understand that it remains the school's responsibility to supervise the services the Rehabilitation Provider is responsible for, as written into the Individualized Educational Plan (IEP).
▪ Provider / Resources	11) Rehabilitation Providers are often not familiar with the Committee on Special Education (CSE) that oversees the development of the students' Individualized Education Program (IEP).	12) Rehabilitation Providers find that the testing that School Clinicians complete does not meet the requirements presented by the Adult State Agencies' Service Criteria.
▪ Budget	13) Rehabilitation Providers note that schools relate that: a. They do not have the financial resources to pay for rehabilitation services. b. Their school funding regulations do not permit them to utilize this resource for non-school personnel. 14) Rehabilitation Providers have found that some schools are interested in purchasing rehabilitation services from providers, and understand the school-funding regulations that permit this activity; but are unable to do so because the current special education funding formulas provide a viable revenue to the School District for placing students in BOCES programs.	

NYSRA's Vocational Rehabilitation Division's

Partnerships with Schools Committee - Survey Summary

Planning Areas	***Areas to Develop*** Reported by Rehabilitation Providers	
▪ Customer	1) Rehabilitation Providers would like to increase their involvement in parent education - community awareness outreach activities. An examination of the types of activities for outreach needs to occur, and the development of some new ideas that Rehabilitation Providers can directly initiate needs to be a priority. Rehabilitation Providers report that they are involved in School Transition Fairs focused on educating students and families. They noted that this can involve a great deal of time for the provider and that both students and parents are often overwhelmed by the amount of information at Transition Service Fairs.	2) Rehabilitation providers would like to invite students' to activities that increase their experiences outside of the school setting. 3) Rehabilitation Providers report that they would like to increase the amount of case management services they provide to schools, students, and families. 4) Rehabilitation Providers would like to increase their activity in providing assistance to the schools in planning for transition.
▪ Administration	5) Rehabilitation Providers reported that their administrators need to support their work with students in service provision without identifying them as referrals for long-term service delivery. 6) Rehabilitation Providers requested that we study our ideas and definitions of what is "successful" or "worthwhile" in working with schools, students, families and businesses; and redefine these to include a broader definition.	7) Rehabiltation Providers asked that school districts are educated on the viability of including rehabilitation providers' vocational services as related Special Education Services in the students' Individualized Education Plan (IEP). Increase the information school districts receive on their responsibility to provide transition services.

NYSRA's Vocational Rehabilitation Division's

Partnerships with Schools Committee - Survey Summary

Planning Areas	***Areas to Develop*** Reported by Rehabilitation Providers	
▪ Provider / Resources	8) Rehabilitation Providers would like to deliver high quality services to prepare students for employment and community integration.	9) Rehabilitation Providers would like to present their vocational services to school districts in terminology that the schools are familiar with, especially for providing special education services for younger students.
▪ Budget	10) Rehabilitation Providers would like to learn about school system operations, and have a working knowledge of their issues, and their priorities. 11) Rehabilitation Providers would like to present their services through cost centers and contracts. 12) Rehabilitation Providers would like to increase the number of collaborations they have with other community organizations. They would like the community at large to communicate what they can provide to the school districts.	13) Rehabilitation Providers would like to expand their relationships with community businesses through marketing the services they provide to in-school youth. 14) Rehabilitation Providers would like to present their services to School Unions, School Boards, School Administrative Associations, Teacher Associations, School Business Personnel, and School Inclusion Advocacy Groups.

Appendix 3
Selected Potential Leadership Organizations
1999

NYSRA / VESID Partnerships with Schools Project

	Leadership Organizations	Rehab Provider	School District	BOCES	County	Regional Transition Coordination Sites
1	Arlington School District		x		Dutchess	Hudson Valley
2	Capital Region BOCES			x	Albany	Hudson Valley
3	DePew Union Free School District		x		Erie	Western
4	Falconer School District		x		Chautaugua	Western
5	Gloversville Enlarged School District		x		Fulton	Central
6	Guidance Center	x			Westchester	Hudson Valley
7	Job Path	x			New York	New York City
8	LDA of Genesee Valley	x			Monroe	Rochester
9	League For The Hard Of Hearing	x			New York	New York City
10	Monroe # 1 BOCES			x	Monroe	Rochester
11	National Center for Disability Services	x			Nassau	Long Island
12	Northeast Career Planning	x			Albany	Hudson Valley
13	Occupations, Inc.	x			Orange	Hudson Valley
14	People Inc.	x			Erie	Western
15	Rensselaer ARC	x			Rensselaer	Hudson Valley
16	Schalmont Central School		x		Schnectady	Hudson Valley
17	Sewanhaka Central School District		x		Nassau	Long Island
18	Shaker High School		x		Albany	Hudson Valley
19	The Rehabilitation Institute	x			Nassau	Long Island
20	Westchester ARC	x			Westchester	Hudson Valley
		11	7	2		

Appendix 4
Training Curriculum
Consulting Skill Workshop
March, 1999

NYSRA's Partnerships with Schools Project

Organizations working together,
schools and community rehabilitation providers,
joining resources to improve transition services
for in-school youth with disabilities

Technical Assistance/ Consulting Skills Workshop

Designed by Hanns Meissner Ph.D.

March 1, 1999

Albany, New York

The Partnerships with Schools Project, (PWSP)

is a U.S. Department of Education's

Office of Special Education and Rehabilitation Services, (OSERS)

Multi-District Outreach Grant for Youth with Disabilities

Technical Assistance and Consulting Skills Workshop

Agenda

10:30 am - 4:30 pm

Workshop Objectives:

Participants will:

- **Develop an understanding of the role of technical assistance/consultant**
- **Learn how to get your expertise used as a consultant**
- **Practice and develop skills necessary to be an effective consultant**
- **Learn how to manage a consulting process to match role, skill, and method to the needs of the client**

Workshop Outline:

10:30 am - Introduction, Workshop Objectives and Agenda, Participation Expectations

10:45 am - Technical Assistant/Consultant Role

The Helping Dilemma
Consultant goals, assumptions, personal needs
Developing client commitment
Roles consultant's choose
Consultant Skills

11:30 am - Overview of the Consultation Framework

Presentation of the Consultation Framework
Exercise

12:30 pm - Lunch

1:30 pm - Overview of the Consulting Process

Initial Contact and Contracting Stage
Needs Assessment: Problem Definition/Diagnosis Stage
Intervention Stage: Delivery of Technical Assistance Stage
Evaluation and Follow-up Stages

1: 50 pm - Practice Initial Contract and Contracting Stage

Present Model Contracting Process
Practice Exercise

2:30 pm - Practice Problem/Diagnosis Stage

Present Problem Solving Process
Practice Exercise

3:15 pm - Break

3:30 pm - Assessing Your Consultant Skills

Consultant Skills Assessment Exercise
Workshop Wrap Up and Evaluation

Technical Assistance and Consulting Skills Workshop Objectives

- Develop an understanding of the role of technical assistant/consultant
- Learn how to get your expertise utilized as a consultant
- Practice and develop skills necessary to be an effective consultant
- Learn how to manage a consulting process to match role, skill, and method to the needs of the client

Purpose of Technical Assistance and Consultation

✓ List the Reasons for Technical Assistance and Consultation:

When is Helpful, Not So Helpful

- List reasons for a positive helping experience:

- List reasons for a negative helping experience:

The Helping Dilemma

- ✓ Be aware that self reliance is important in our society.
- ✓ Being helped can be experienced as being one down
- ✓ When vulnerable, people will attempt to "equalize" the relationship
- ✓ Saving Face means establishing equity in the consulting/client relationship
- ✓ Actively listen to acknowledge where the client is coming is a way out of the helping dilemma

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Models of Consultation

- Expert Role

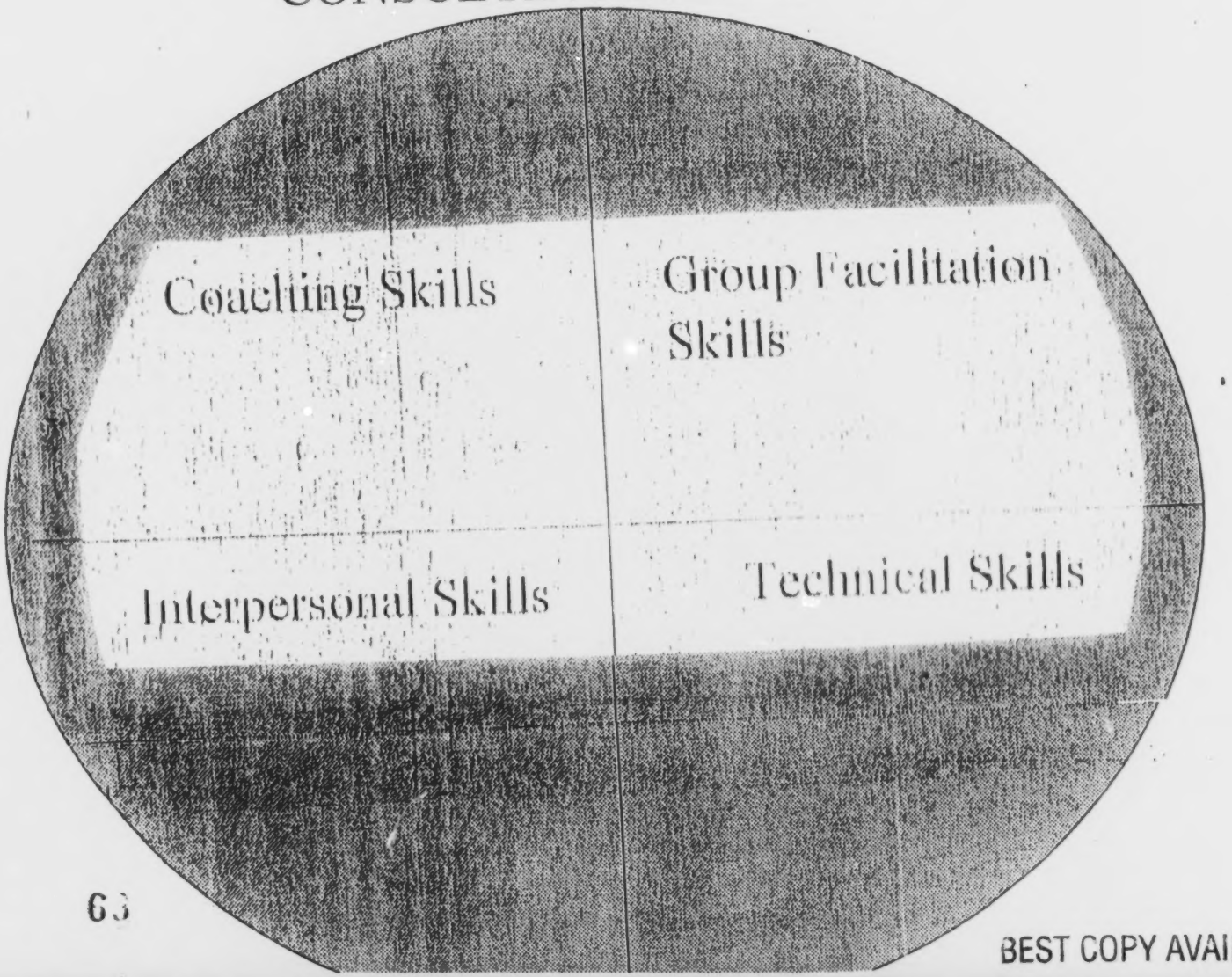
- Doctor/Patient

- Collaborative Role (Process Consultation)

Three Models of Consultation

Consultation Model	Assumptions (Conditions for Effectiveness)	Model Limitations (Problems)
Expert Role (Purchase of Information or Expertise)	1. Client correctly diagnosed the problem. 2. Client has correctly identified the consultant's expertise. 3. The client has correctly communicated the problem & the nature of the expertise or information to be purchased. 4. The client has thought through & accepted the potential consequences of obtaining the service. 5. The consultant's goal is to make the system more effective by the application of specialized knowledge.	1. If client has misdiagnosed the problem, the consultant will be ineffective. 2. Lack of fit between consultant expertise and the problem equals poor outcomes. 3. This model does not promote "checking" the accuracy of the problem definition. 4. Client and consultant often are frustrated by not meeting each other's expectations and there is no allowance for renegoiation. 5. One dimensional approach to complex problems.
Doctor-Patient Model	1. The diagnostic process itself will be seen as helpful. 2. The client has correctly interpreted the organization's symptoms. 3. The person or group will reveal the dimensions of the problem. 4. The client will understand & correctly interpret the diagnosis provided by the consultant & will implement whatever prescription is offered. 5. The client will remain healthy after the consultant leaves.	1. The client becomes dependent on the consultant. 2. The consultant takes the problem on their own shoulders. 3. Little client learning – problem is bound to reoccur. 4. Consultant diagnosis often simplifies the problem. 5. The consultant's "prescription" is too costly to implement.
Collaborative Role (Process Consultation)	1. The consultant & the client work to become interdependent. 2. Decision making is bilaterial. 3. Communication is 2 way. 4. The client is capable of learning how to diagnose & solve their own problems.	1. Does not provide a quick solution. 2. Many consultant's prefer to play an expert role. 3. Sometimes is time consuming and inappropriate for simple and clearly defined problems.

TECHNICAL ASSISTANCE/ CONSULTING SKILLS



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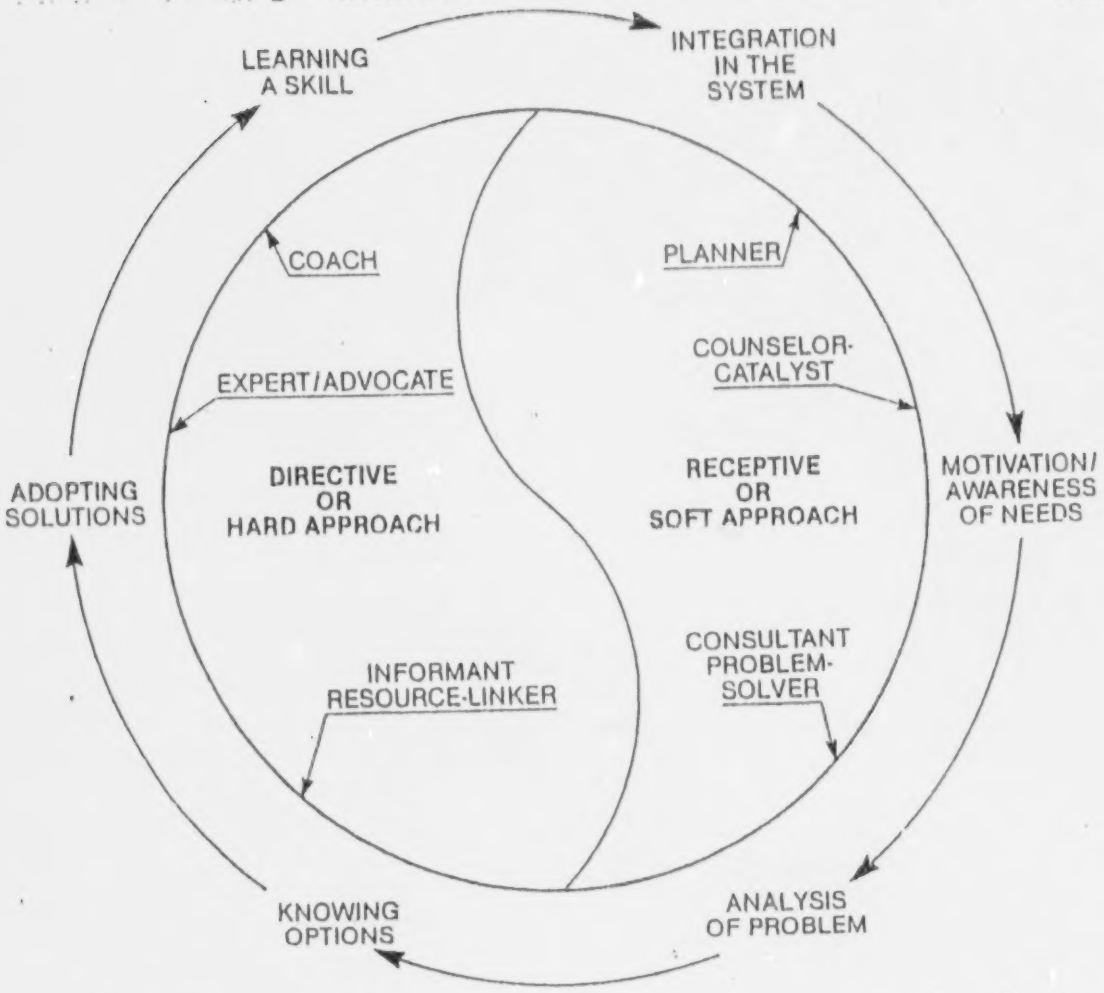
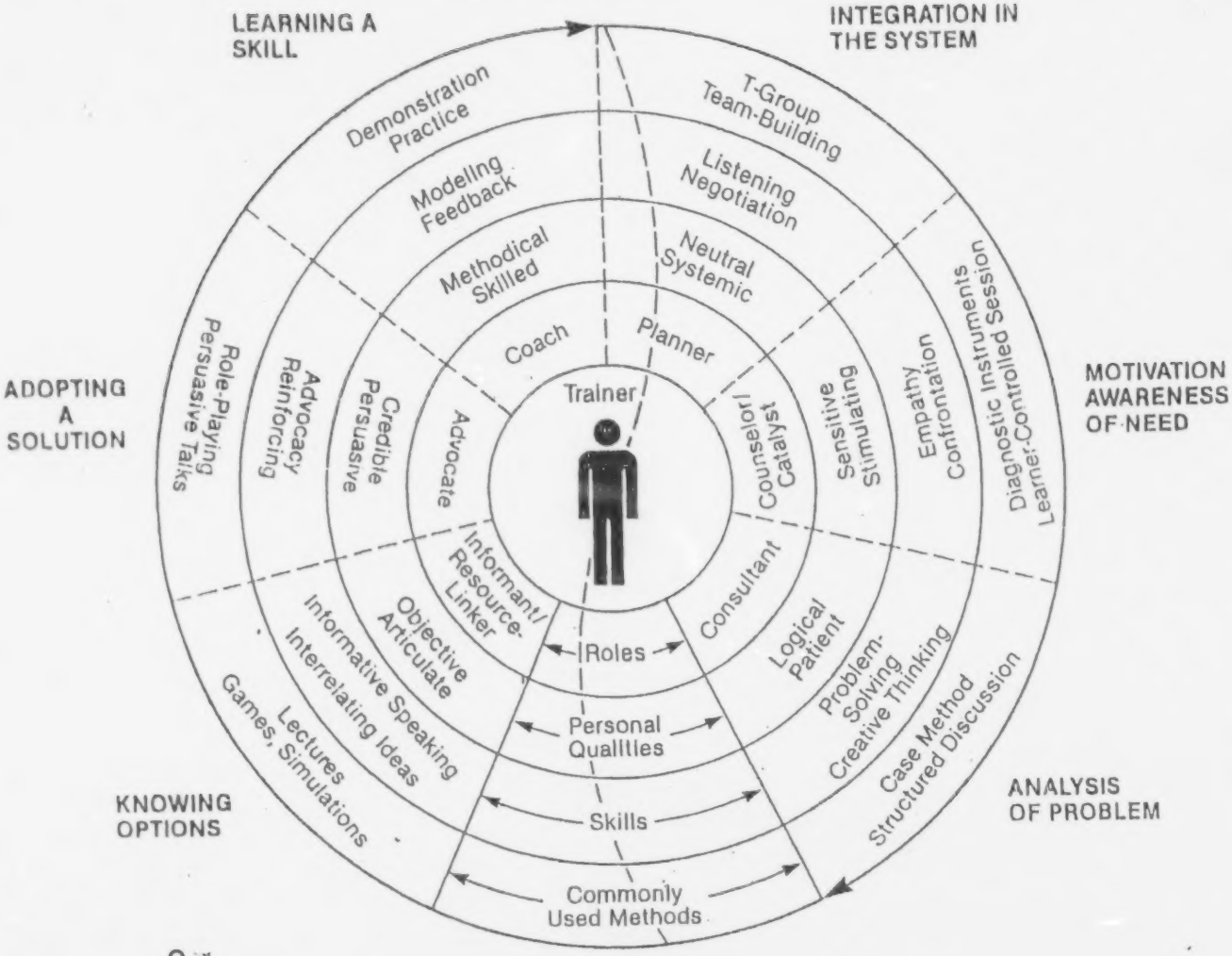

LEARNING A SKILL
INTEGRATION IN THE SYSTEM
COACH
PLANNER
COUNSELOR-CATALYST
EXPERT/ADVOCATE
ADOPTING SOLUTIONS
DIRECTIVE OR HARD APPROACH
RECEPTIVE OR SOFT APPROACH
MOTIVATION/ AWARENESS OF NEEDS
CONSULTANT PROBLEM-SOLVER
INFORMANT RESOURCE-LINKER
KNOWING OPTIONS
ANALYSIS OF PROBLEM



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Consultation Framework: Matching Client Need to Consultant Role

- ✗ Awareness of Need = Counselor/Catalyst
- ✗ Analysis of Problem = Process Consultant
- ✗ Knowing Options = Information/Resource Linker
- ✗ Adopting a Solution = Advocate
- ✗ Learning a Skill = Coach/Trainer
- ✗ Integration in the System = Planning Facilitator

Consulting Stages

- → Initial Contact and Contracting
- → Needs Assessment (Problem Definition and Diagnosis)
- → Intervention (Delivery of Technical Assistance)
- → Evaluation

THE TECHNICAL ASSISTANCE/CONSULTING PROCESS

Consulting Stages	Initial Contact & Contracting	Needs Assessment (Problem Definition & Diagnosis)	Intervention (Delivery of Technical Assistance)	Evaluation
Essential Tasks	1. Determine the reason for the request – Who is requesting TA? 2. Who is the anticipated recipient of the TA? 3. Is there sufficient buy-in from the key stakeholders? 4. What are the main issues? 5. What are the initial expections about tmeframes, process, and content? 6. Assess whether you are the appropriate consultant? 7. Clarify your role 8. Make arrangements about anticipated timeframes, primary contact, payment, expected reports, 9. Arrange 1st contact.	1. Involve all stakeholders. 2. Gather & record sufficient data 3. Continually share results 4. Funneling data 5. Presenting data 6. Surface layers of analysis 7. Manage problem definition and solving process 8. Search for options and solutions. 9. Manage decision making process to select an option.	1. Delivery of Technical Assistance. 2. TA can include some of the following: ✓ Trainings/presentations ✓ Informal small group discussions/ planning sessions ✓ 1 on 1 coaching sessions ✓ Attend and/or facilitate individual planning sessions. ✓ Attend and/or facilitate organizational meetings ✓ Hands on demonstrations ✓ Materials development	1. Reconfirm desired goals of the Project. 2. Select criteria for effectiveness. 3. Design evaluation tool and process. 4. Implement evaluation process 5. Review evaluation feedback 6. Learn from feedback
Consultant Skills	1. Negotiating wants. 2. Interpersonal Skills (e.g. active listening. 3. Coping with mixed motivation. 4. Dealing with loss of control (by the client)	1. Survey and data collecting 2 Data analysis 3 Process consultation 4 Running effective meetings 5 Dealing with political climate	1. Teaching and presenting 2. Designing Workshops 3. Technical Expertise 4. Group Facilitation 5. Dealing with Resistance	1. Program Evaluation Design 2. Critical Thinking Skills and Double Loop Learning 3. Self Awareness 4. Life Long Learning

Technical Assistance and Consulting Skills Workshop:
Elements of a Contract

- ✓ Boundaries of the Project
- ✓ Objectives of the Project
- ✓ Information Needed
- ✓ Role in the Project
- ✓ Products Delivered
- ✓ Support Needed
- ✓ Time Schedule
- ✓ Confidentiality
- ✓ Feedback

Technical Assistance and Consulting Skills Workshop: Problem Definition Process

+ Clarifying Objectives
+ Assessing Current Situation
+ Identifying Key Problem Areas
+ Define and Analyze Problem Gap
+ Determine Problems to Be Solved

Technical Assistance and Consulting Skills Workshop: Best Practices of Technical Assistance

- ★ Develop Partnerships with Clients
- ★ Build Capacity; Plan to Fade
- ★ Assess Needs and Internal Expertise Prior to Providing T.A.
- ★ Intervene at Multiple Levels
- ★ Actively Listen to Understand
- ★ Compromise on Process, Not Outcomes
- ★ Be Honest and Authentic, But Diplomatic
- ★ Maintain Impartiality
- ★ Maintain Confidentiality
- ★ Stay Current in the Field
- ★ Seek Input from Others
- ★ Know When to Refer

TECHNICAL ASSISTANCE AND CONSULTING SKILLS WORKSHOP
EXERCISE #1

What are the reasons that school districts and community rehabilitation providers ask for technical assistance and consultation regarding school to work transition?

List reasons:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

TECHNICAL ASSISTANCE AND CONSULTING SKILLS WORKSHOP
EXERCISE #2

Think back to a professional situation in which you have asked for help that you experienced as positive:

List reasons:

1.

2.

3.

4.

5.

Now think back to a professional situation in which you have asked for help that you experienced as negative:

List reasons:

1.

2.

3.

4.

5.

Consultant Framework
Exercise #3

Mismatched Technical Assistance: A Case Study*

Directions:

In this section you will have a chance to apply this scheme for analyzing technical assistance/consulting situations. We will use the hypothetical case of a well-intentioned, but inept consultant, Mr. Helpful. After each episode in this account you are asked which of the six approaches he used and which approach would have been more appropriate for each program. The approaches we have discussed thus far are:

1. Awareness of Need
2. Analyzing the Problem
3. Knowing the Options
4. Adopting a Solution
5. Learning a Skill
6. Integration in the System

Centerville is an rapidly growing suburb of an expanding metropolitan area. The new superintendent of schools, Charles Roy, wanted his staff to satisfy the expectations of a vocal advocacy, inclusion-oriented constituency. He hired Mr. Helpful as a consultant in the area of school to work transition. Mr. Helpful was a congenial professor at a nearby university and recently had conducted some well-received workshops for the school district. He was excited about his new consultation, and he plunged into his work enthusiastically.

1) Mr. Helpful's first assignment was conducting a workshop for high school Principals. They were a group made up of men with long seniority in the high school. Parents had complained to Superintendent Roy that several Principals were rigid in their standards regarding work placements for students with disabilities. The Principals' rules and standards were based on their assumptions about safety issues and work readiness for students with disabilities.

   Mr. Helpful decided it was best to set up more progressive place train strategies for work transition programs for students with disabilities. Such a program would not have pre-established routines for students with disabilities to progress through. Rather a person centered approach would be employed to determine how to support a student in a work transition experience. At the workshop the School Principals were cordial, but they give his proposal a cool reception. One month later the progressive place train strategies were not initiated.

When Mr. Helpful shared his disappointment about their poor response with others in the district, he learned that those Principals did not see their rules and standards about work transition programs needing revision.

What consultation approach did Mr. Helpful use? _____

What consultation approach would have been more appropriate? _____

2) From his experience, Helpful recognized that client views need to be aired. He vowed not to omit that diagnostic process in the future. Consequently, when his next consulting assignment came up – to help the district's school Administration prepare to work with area rehabilitation providers in setting up a school to work transition program – he spent a major portion of that time asking the district administrators what they thought should be done. He assured them that he understood and valued their views, and he tried to get them to agree on what their priorities were.

The school administrators left feeling disappointed that Mr. Helpful had offered them no new ideas from his reputed knowledge of recent trends in school to work transition programs.

What consultation approach did Mr. Helpful use? _____

What consultation approach would have been more appropriate? _____

3) At their weekly meeting, Superintendent Roy told Mr. Helpful of the school administrators' reactions. Helpful also was given his next assignment: to work with district guidance counselors concerned about creating opportunities for inclusion for students with disabilities in education and work experience programs. Wanting to heed his recent feedback, Mr. Helpful this time presented many creative alternatives for dealing with this perplexing problem.

But the counselors remained confused about which of the proposed methods to implement, since the barriers to inclusion were still unknown or unclear.

What consultation approach did Mr. Helpful use? _____

What consultation approach would have been more appropriate? _____

4) Realizing, too late, that in this instance the source of the problem needed more exploration, Mr. Helpful spent the bulk of his next workshop – training part-time teacher aides in the work experience program – discussing why inclusion was so important and what kinds of problems students may have getting integrated experiences.

The teacher complained, however, that after the training their new aides still didn't know how to do their assignments, providing job coaching to students in work transition experiences, without additional supervision on their part.

What consultation approach did Mr. Helpful use? _____

What consultation approach would have been more appropriate? _____

5) Since he was ever willing to learn, when Mr. Helpful worked with his next group – the conflict-ridden committee on special education – he emphasized practicing several concrete skills of tactful communication, and they mastered these techniques.

However, the fuzzy lines of responsibility in their area were ignored, so the essence of their problem remained unchanged. These new skills went unused and were quickly forgotten.

What consultation approach did Mr. Helpful use? _____

What consultation approach would have been more appropriate? _____

6) Not wanting to repeat his mistake, Mr. Helpful worked on role clarification and team development with the teachers and rehabilitation providers he saw next. They were about to implement a new process to find work experiences for students with disabilities that Superintendent Roy favored, but which they did not yet believe would be an improvement over their old way of operating.

When they continued to feel resistant and did not use the new process, Superintendent Roy finally acted on his growing frustration with our conscientious Mr. Helpful and fired him. Thank goodness, Helpful had only taken a leave of absence from his job with a Rehabilitation Provider, and he returned to his job as a Director of Vocational Services.

What consultation approach did Mr. Helpful use? _____

What consultation approach would have been more appropriate? _____

*Adapted from Paul G. Friedman and Elaine A. Yarbrough's: Training Strategies from Start to Finish 1985, Prentice-Hall Englewood Cliffs NJ.

Processing Exercise on Consultant Framework:

Let us review each of Mr. Helpful's actions:

1) The veteran Principals Mr. Helpful encountered did not believe that they needed to change, so they rejected his "Adopt a Solution" proposal. To be appropriate, their consultation process should have began at "Awareness of Need." A consultation/training program cannot proceed successfully until client motivation to learn is achieved.

2) The school administrators in Superintendent Roy's school district were to meet with rehabilitation providers to develop a school to work transition program. They knew the services were needed and who to serve. However, they were hesitant to propose a plan for its design before informing themselves about the available options from which they could choose. Instead of "Analyzing the Problem," they wanted to enlarge their repertoire of choices for making that decision: "Knowing the Options".

3) The counselors Mr. Helpful faced, who wanted to deal with inclusion for Students with disabilities in education and work experience, were at the second stage of the change process. They were aware of a symptom that concerned them and they were willing to do something about it, but they had only a hazy understanding of the nature of the problem that lay behind it. Hence, they had as of yet no basis for judging what solution would work best.

   Their consultation should not begin as he did, with "Knowing the Options." To be appropriate for this group, their session had to commence back at the second stage, "Analyzing the Problem". The Counselors needed to explore questions such as, "What are the internal barriers to inclusion?", " and "What barriers are within our power to change?". In other words, they needed to learn more about the problem they faced before they could decide whether, or how, they would deal with it and before they could make use of the technical assistance directed at options for solving the problem.

4) Mr. Helpful was asked to help part-time teacher aides in the district's Special education program "Learn a New Skill". They were hired to provide job coaching to students in the work transition program. Their work involved learning specific techniques of job coaching. Knowing them would not be enough; they had to master their performance. Instead, he spent his time with them "Analyzing the Problem".

5) The Committee on Special Education members often fought among themselves and obstructed the decision making process. Their problems

related chiefly to a lack of role clarity about what each person was to do and resentments that arose when people did not do what was needed for each of them to carry out their work. They needed to clearly understand their roles, responsibilities, and relationships, and develop agreements regarding these areas. They had to learn how to "Integrate into the System" their own work. Teaching them communication skills ("Learning a Skill") was inappropriate because the norms in their group did not support that mode of interaction. For such skills to prove useful, the chairperson, and the members would have to support the use of the new skills.

6) The teachers and the rehabilitation providers were ready to "Adopt a Solution" when Mr. Helpful was asked to explain the new system. They were not being asked to choose a method; they were to be told what to do. Instead, he used an "Integrate in the System" approach.

TECHNICAL ASSISTANCE AND CONSULTING SKILLS WORKSHOP
EXERCISE #4

Using the basic ingredients of a consulting contract, and select one of the role plays to work through a consultant/client contract.

1. Determine the need for the request – Who is requesting the T.A.?
2. Who is the anticipated recipient of the T.A.?
3. Is there sufficient buy-in from the key stakeholders?
4. What are the main issues?
5. What are the initial expectations about timeframes, process, and content?
6. Assess whether you are the appropriate consultant
7. Clarify your role
8. Make arrangements about anticipated timeframes, primary contacts, payment, and expected reports
9. Arrange the first contact

TECHNICAL ASSISTANCE AND CONSULTING SKILLS WORKSHOP
EXERCISE #5

Participants, in small groups, are to apply one of the two following problem definition techniques on one of the case situations provided by the instructor. Assign roles (consultant, client, observer). Use the consulting observation sheet to evaluate and process the exercise.

1. Force Field Analysis

What are the desired (change) objectives of this case situation?

- ✓ List what helps move the school district towards the objectives.
- ✓ List what hinders movement towards the desired objectives.
- ✓ Determine strategies that create the most change leverage and the least resistance.

Force Field Analysis

Helps -> <-Hinders desired objective

PROBLEM DEFINITION / SOLUTION

1. Work through the following problem solving steps:

    1. Identify desired objectives (as concretely as possible)
    2. Identify key factors and dimensions that are in the present situation that prevent the organization or system from achieving the objectives.
    3. Identify factors (cost, time, agreement) that solutions will be evaluated against.
    4. Brainstorm solutions
    5. Evaluate solutions Develop an action plan (what, how, when, who)

Technical Assistance and Consulting Skills Workshop
Role Play and Force Field Analysis Scenarios

Situation #1:

The school district's top administrators and teachers have embraced the concept of a facilitated transition from school to work for all their students, including students with disabilities. The district has contracted with a local community rehabilitation provider to deliver transition services. However, the present school to work transition program is not meeting the vocational goals of many of the students. The school has contracted with a local rehabilitation agency to provide assessment and employment services. The needs of the students that are being served by this agency in this school district have exceeded the scope of the supported employment services. At this time the school does not provide any other support services (beyond the community rehabilitation agency' services) to the students. It appears that without ancillary support for the students the supported employment/transition program won't achieve the desired outcome of connecting students to valuable work experiences.

Situation #2:

Parents in this school district advocated for a strong transition program for their children with disabilities. The local provider has a great track record of providing supported employment and school to work transition services for other districts. Unfortunately, the school/work transition program is being under utilized by the school district. Many students who could benefit from this program are not being referred. Other students often drop up or enter the program at any point during the year. Students are not prepared or involved in the process of vocational placement experiences. They are simply assigned to the program at the direction of the guidance office. It has been noted that the guidance department does not clearly explain the school to work services to the student or to the family. Consequently, the program is viewed as "Extracurricular".

Situation #3:

A few visionary teachers saw the need for a school to work transition program for students with disabilities. They were able to get a DDPC grant to begin a small transition program with a local rehabilitation program. However, after a year of weak performance, the school district is close to eliminating its school to work transition program. Project students do not seem invested in the program. They frequently miss work or do not keep appointments. Other students do not show up prepared for job experience interviews. The job coaches feel the student's lack the motivation.

Situation #4

The local VESID office, with a local provider initiated the development of a school to work transition program. Shortly after the project began, the school district and the local community rehabilitation agency became embroiled in conflict. There seems to be much confusion and miscommunication, particularly around the goals, objectives, methods, and strategies of the project. The program seems to be viewed as a strategy to rid the halls of "troublemakers." When they attempt to work through the conflicts, the discussion often breaks down because "they speak different languages". Additionally, the job coaches from the community rehabilitation agency feel that they do not carry any validity within the school. They have strained relationships with teachers, no credibility with the students, and avoid talking with the school administrators.

Situation #5

The State Education Department has issued higher standards for all students, including students with disabilities. The new regulations appear to contradict the directives sent down by the Federal Government concerning the education of individuals with disabilities. The present school to work transition program reflects the Federal requirements for practical work experiences for students with disabilities. The present program is cutting edge, getting great vocational outcomes, and is supported by all local key stakeholders. The new State regulations mandate an increase in in-class time for all students. The school is unclear about how to maintain the practical experiential component of the transition program given the regulatory changes.

Situation #6

The teachers do not feel connected to the school to work program because they were not part of the initial development of the program. They do not understand the point of conducting extensive work assessment processes and feel that they have the expertise to simply tell the students what their placement will be. They believe that students do not have choices in the classroom, so why should they have a choice about their work experiences. The highly committed lead teacher assigned as the liaison between the school and the community rehabilitation agency providing the transition services handles all critical communication as a means of efficiency. This seems to negate the opportunities to establish working relationships with key school factions i.e., other teachers, ancillary supports, administrators, social workers, and guidance counselors.

Situation #7

The districts school administrators took seriously the mandate to provide students with disabilities adequate transition support. They assertively developed a program with an area provider to initiate services in record time, knowing that parents and regulators would be very happy. However, the culture in the school is one of mistrust and negativity. The teachers are overwhelmed and under-appreciated. The administration does not share information until decisions have been made or unless it is absolutely necessary. The introduction of the school/work transition program seems to have threatened the special education teachers. The rest of the faculty and guidance department either are unaware of or ignore the presence of the transition program. However, the school administration is a big supporter of the program.

Consultation-Skills Observation Sheet

(adapted from University Associates.,Inc. 1976)

Instructions: Check the phrases that describe what you observe

The consultant

_____ 1. Helps the client analyze problems.

_____ 2. Helps the client to generate solutions

_____ 3. Clarifies roles and relationships between consultant and client.

_____ 4. Negotiates the boundaries (time, scope) of the consultation.

_____ 5. Establishes rapport with the client.

_____ 6. Gives the client ready-made answers.

_____ 7. Assumes that the client has presented the problem accurately.

_____ 8. Indicates that he/she is listening.

_____ 9. Picks up non-verbal cues.

_____ 10. Talks more than the client does.

_____ 11. Shows interest in the client.

_____ 12. Paraphrases.

_____ 13. Confronts and/or challenges the client.

_____ 14. Collaborates with the client to define problem areas.

_____ 15. Helps plan follow-up and next steps.

_____ 16. Acts as a summarizer.

_____ 17. Contributes suggestions from experience and knowledge

1. What seemed the most helpful thing the consultant said or did?

2. What behaviors seemed least helpful?

3. Other comments

Consultation Skills Inventory

(from University Associates, 1976)

Exercise #6

This check list is designed to help you think about various aspects of the behaviors involved in consultation. It gives you an opportunity to assess your skills and to set your won goals for growth and development. To use it best:

1. Read through the list of activities and decide which ones you are doing the right amount of, which ones you need to do more of, and which ones you need to do less of. Make a check for each item in the appropriate place.

2. Some activities that are important to you may not be listed here. Write these activities on the blank lines.

3. Go back over the whole list and circle the numbers of the three or four activities you want to improve at the present time.

	OK	Need to Do More	Need to Do Less
General Skills			
1. Thinking before I talk			
2. Being comfortable with my Educational background			
3. Being brief and concise			
4. Understanding my motivation for working in a helping profession			
5. Reading group process accurately			
6. Separating personal issues and work			
7. Listening actively to others			
8. Appreciating the impact of own behavior			
9. Being aware of my need to compete with Others.			
10. Dealing with conflict and anger			

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	OK	Need to Do More	Need to Do Less
11. Building an atmosphere of trust and openness			
12. Having a clear theory base			
Sensing and Diagnosing			
13. Helping clients to discover their own problems.			
14. Asking direct questions			
15. Inspiring the client's confidence in my ability to do the job.			
16. Willing not to be needed by the client			
17. Offering to find answers to questions			
18. Drawing others out			
19. Expecting clients to use my solutions			
20. Helping clients generate solutions to their own problems			
21. Accepting the client's definition of the problem			
Contracting Skills			
22. Talking about money and fees without Embarrassment			
23. Promising only what I can deliver			
24. Saying "No" without guilt			
25. Working under pressure of deadlines And time limits			
26. Setting realistic goals for myself/client			

	OK	Need to Do More	Need to Do Less
27. Presenting my assumptions and beliefs clearly			
28. Working comfortably with authority			
29. Letting someone else take the glory			
30. Working with people I do not particularly like			
31. Giving in to client restrictions and limitations			
32. Assessing personal needs that determine Acceptance of the contract			

Problem Solving Skills

33. Stating problems and objectives clearly			
34. Summarizing Discussions			
35. Selling my own ideas effectively			
36. Helping clients maintain a logical sequence of problem solving			
37. Challenging ineffective solutions			
38. Describing how other clients solved a similar problem			
39. Asking for help from others			
40. Evaluating possible solutions critically			
41. Contributing various techniques for creative problem solving			

	OK	Need to Do More	Need to Less
Implementing Skills			
42. Challenging ineffective solutions			
43. Describing how other clients solved a similar problem			
44. Taking Responsibility			
45. Changing plans when emergencies come up			
46. Building and maintaining morale			
47. Requesting feedback about the impact of my presentations			
48. Controlling my anxiety while I am performing my task			
49. Intervening without threatening my clients			
50. Intervening at the appropriate time			
51. Admitting errors and mistakes			
52. Admitting my own defensiveness			
Evaluating Skills			
53. Assessing my own contributions realistically			
54. Acknowledging failure			
55. Feeling comfortable with clients reviewing my work			
56. Dealing with unpredicted changes			
57. Devising forms, inventories, etc... to aid evaluation			

	OK	Need to Do More	Need to Do Less
58. Relying on informal feedback			
59. Taking notes, writing up what has been done			
60. Letting go when the task is done			
61. Arranging for next steps and follow up			
62. Attributing failure to clients' "resistance"			
Communication Skills			
1. Talking in the group			
2. Being brief and concise			
3. Being forceful			
4. Drawing others out			
5. Listening alertly			
6. Thinking before I talk			
7. Keeping my remarks on the topic			
8. Other			
Observation Skills			
9. Noting tension in the group			
10. Noting who talks to whom			
11. Sensing feelings of individuals			
12. Noting interest in the group			
13. Noting who is being "left out"			
14. Noting reaction to my comments			
15. Noting when a group avoid a topic			

	OK	Need to Do more	Need to Do less
Problem Solving Skills			
16. Stating problems or goals			
17. Asking for ideas, opinions			
18. Giving ideas			
19. Evaluating ideas critically			
20. Summarizing the discussion			
21. Clarifying the issues			
Morale Building Skills			
22. Showing interest			
23. Working to keep people from being ignored			
24. Harmonizing, helping people reach Agreement			
25. Reducing tension			
26. Upholding rights if individuals in the face of Pressure			
27. Expressing praise or appreciation			
Emotional Expressiveness			
28. Telling others what I feel			
29. Hiding my emotions			
30. Disagreeing openly			
31. Expressing warm feelings			
32. Expressing gratitude			

	OK	Need to Do more	Need to do less
33. Being Sarcastic			
Facing and Accepting Emotional Situations			
34. Facing Conflict and Anger			
35. Facing closeness and affection			
36. Withstanding silence			
37. Facing disappointment			
38. Withstanding tension			
Social Relationships			
39. Competing to outdo others			
40. Acting dominant			
41. Trusting others			
42. Being helpful			
43. Being protective			
44. Calling attention to myself			
45. Standing up for myself			
General			
46. Understanding why I do what I do (insight)			
47. Encouraging comments on my own Behavior (soliciting feedback)			
48. Accepting help willingly			
49. Making up my mind firmly			
50. Criticizing myself			

Technical Assistance/Consulting Skills Workshop
References

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Appendix 5
Minutes in Summary
"Developing & Enhancing
Partnerships that Benefit Children
& Youth served by School Districts
& Rehabilitation Providers"
May 2, 2001

Appendix 6
Other Resource Materials for New York State systems

bridging education and employment
to transition youth with disabilities

School & Community Rehabilitation Programs

Working in Partnership:

A Technical Assistance Guide

The New York State Education Department
Office of Vocational and Educational
Services for Individuals with Disabilities

The New York State Rehabilitation
Association

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OVERVIEW OF PURPOSES

> *This really is a partnership where the emphasis is on the integration of efforts benefitting youth. We have pioneers who united their efforts across systems due to community needs and their personalities as inventors. Others are willing to reproduce the successes, but they need the knowledge of what works and how to do it.*
>
> *Michael Fox, NYSRA*

On September 27, 1995, the first meeting of the Statewide Work Group on School/Rehabilitation Work Partnerships was convened in Albany. The meeting opened with presentations by the VESID Deputy Commissioner, Lawrence Gloeckler, and the NYSRA Executive Director, Michael Fox, who clarified their vision and expectations. Eight teams of school representatives and their partners from community rehabilitation programs exchanged information about their successful joint efforts to create transition services for in-school youth with disabilities. They discussed the student needs that are being met by the partnerships; what challenges they face and the corresponding strategies to resolve them, and the benefits that they are realizing from uniting their energies.

A clear recommendation from the group was to provide this type of information to school personnel and community rehabilitation programs statewide. This technical assistance guide compiles information that arose out of the discussion. It summarizes lessons learned and contains brief summaries of the initiatives that are being pioneered. In addition to the partners attending the initial meeting, other partnerships have made themselves known and their profiles are included in this document as well.

The reader is encouraged to review this guide for tips on getting started and call any of the work group members for further information and technical assistance to replicate a similar partnership in your area. Or, you are welcome to call Pat Dowse at NYSRA at 518-449-2976, or Doris Jamison at the NYS Education Department at 518-474-3060 for any further assistance or information you may require.

> *Schools struggle with transition planning while the expertise is right down the street. When partnerships are formed, students benefit, schools benefit and the community agency benefits. We need to find ways to get the news out about the successes and encourage such collaborative models everywhere.*
>
> *Lawrence C. Gloeckler, NYS VESID*

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STUDENT TRANSITION NEEDS BEING ADDRESSED BY PARTNERSHIPS OF SCHOOLS AND COMMUNITY REHABILITATION PROGRAMS

Direct Student Service Needs

- Delivery of integrated vocational services such as job coaching (✓)*; job placement; community-based placements; career exploration activities; applied vocational/work experience; diverse vocational options.
- Assistance with student planning, such as individualized choice planning (✓); person-centered planning; counseling students about mental health issues and assisting with securing mental health services; identifying needs for and adding outside, different perspectives to the school planning process; developing early linkages with appropriate community service agencies prior to school exit.
- Provision of Continuing Education services.
- Performance-based assessment of students; individualized and uniform assessment.

District Transition Program Needs

- Consultation to provide schools with information, referral and help to access services outside the school; help to clarify awareness of how to work with VESID and other community resources.
- Assistance to involve families and students in the IEP process.
- Empowerment of teacher and parent through training about occupational outlook and how to match this with student skills and abilities.
- Filling gaps in school staffing for education activities (school-based learning about work), vocational activities (work-based learning about work, and connecting activities (e.g., arranging for summer employment).
- Development of vocational programs and services to address unmet needs of certain populations (e.g., options for students with moderate learning disabilities).

* (✓ = high frequency of mention)

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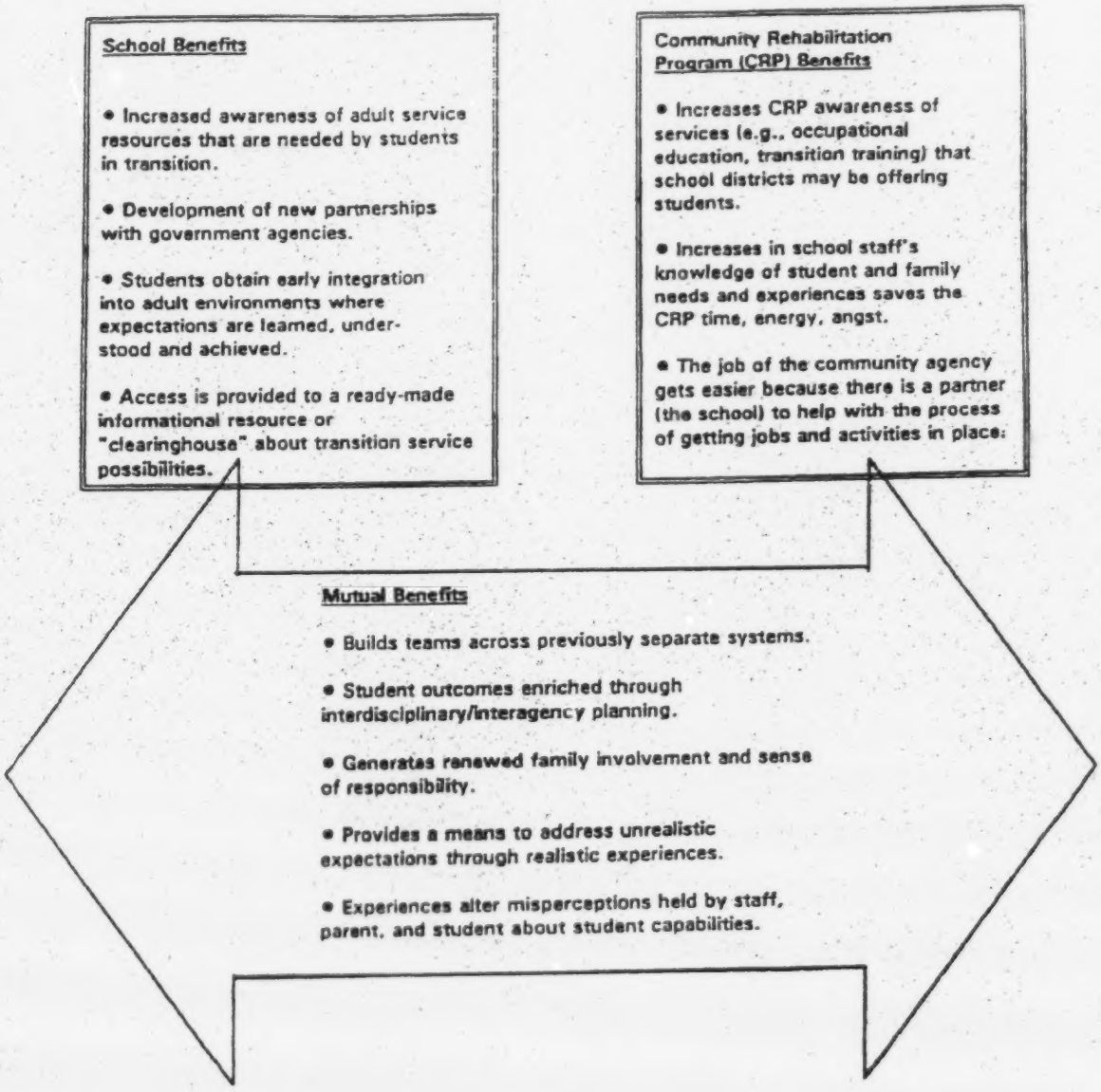
BENEFITS FROM COLLABORATIONS BETWEEN SCHOOLS AND COMMUNITY REHABILITATION PROGRAMS


School Benefits
• Increased awareness of adult service resources that are needed by students in transition.
• Development of new partnerships with government agencies.
• Students obtain early integration into adult environments where expectations are learned, understood and achieved.
• Access is provided to a ready-made informational resource or "clearinghouse" about transition service possibilities.
Community Rehabilitation Program (CRP) Benefits
• Increases CRP awareness of services (e.g., occupational education, transition training) that school districts may be offering students.
• Increases in school staff's knowledge of student and family needs and experiences saves the CRP time, energy, angst.
• The job of the community agency gets easier because there is a partner (the school) to help with the process of getting jobs and activities in place.
Mutual Benefits
• Builds teams across previously separate systems.
• Student outcomes enriched through interdisciplinary/interagency planning.
• Generates renewed family involvement and sense of responsibility.
• Provides a means to address unrealistic expectations through realistic experiences.
• Experiences alter misperceptions held by staff, parent, and student about student capabilities.

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LESSONS LEARNED BY PARTNERS	
Challenges Faced by Partnerships	**Strategies Used to Overcome Challenges**
I. Partnerships	
a. Creating partnerships among student, family, provider, school.	1.a. Link with School-to-Work partnership in area. Do collaborative planning in development of policy, procedures and roles. Use youth volunteers and non-disabled peer mentors.
b. Schools are not a 12 month service provider.	1.b. Just get school staff involved, don't have them ask first for permission. Schools can offer shared space in exchange for community rehabilitation program personnel to be on site to see students referred for summer youth services. There is a need to identify someone to function during the summer as a liaison between school and agency. In one site, job coaches and coordinator were funded for 12 months as a coordinating function.
c. Schools are set up to educate.	1.c. Expand the role of teachers with union endorsement, because career preparation is now a school responsibility to students. Include special education teachers in regional School-to Work staff development opportunities.
d. Preconceived attitudes of schools toward community based agency and community agency toward schools. Level of trust between school and provider. Need to create mutual awareness of capacity, coordination ability, limits and communication needs.	1.d. Conduct common staff development through activities such as tours of facilities are beneficial since school district staff became aware of significant employment opportunities for all graduates within the rehabilitation agency. Partners are developing "job shadowing" and possible internship opportunities for staff from the other program or from preservice programs. Facilitate meeting the players from the other team in a problem solving environment. Share inservice training. Communication is furthered by initial reports from district to rehabilitation agency and by ongoing reports from the rehabilitation agency to the district. Jointly establish a job placement clearinghouse so the same employers aren't always asked to supply placements.
e. Whoever works with the studentt needs cross training.	1.e. Link with SETRC, DD Council.
f. VESID and community based agency counselors lack understanding of adolescent needs.	1.f. Include issue in ongoing staff training, School-to Work transition included. Arrange for VESID counselor assigned to come into schools. Advisory council to meet quarterly to coordinate.

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LESSONS LEARNED BY PARTNERS	
Challenges Faced by Partnerships	**Strategies Used to Overcome Challenges**
2. <u>Assessment</u> a. Lack of uniformity is confusing. b. Limited range of community-based assessment available.	2.a. Formulate specific questions to be answered by assessments. Don't assess first to meet requirements and try to "manipulate" information to fit a preconceived grid. 2.b. Establish through School to Work Opportunities Act Planning - all means all.
3. <u>Planning</u> a. Case management models lacking, not just limited to vocational services. b. Parent realism sometimes lacking. c. Referrals to specific community rehabilitation services are often not appropriate. d. Job development is needed to identify options for work experiences. e. Some needs seem too complex to meet quickly. f. IEP/IWRP/Futures planning activities are not coordinated together. g. Parents need assistance for grieving process.	3.a. Firm up transition model in area school district. Key elements are: case manager, provider service directory, interagency transition team. 3.b. Conduct parent to parent and parent to staff workshops. Have student (postgraduate) panels presenting to students and teachers. Conduct monthly parent groups on topics that address: service planning; providers; community resources; placement; estate planning; benefit and/or incentive programs. Take parents to job site to observe. Service providers come to a session to meet with parents. 3.c. Community based agency and school transition team discussed and reached consensus on screening process. 3.d. Use family connections to employers, community leaders, etc. Spread the job development responsibility to all members of the team. 3.e. Start early. Plan to take enough time and persistence to set up natural supports and activities. 3.f. Critical to build into planning process time for all case planners involved with the student to participate jointly. 3.g. A grant funded transition coordinating council held a workshop and gave information on this directions.

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LESSONS LEARNED BY PARTNERS	
Challenges Faced by Partnerships	**Strategies Used to Overcome Challenges**
4. <u>Transportation</u> a. Transportation/mobility training	4.a. Transportation skills can be I.E.P. driven - use mobility training provided by public transportation to reduce cost. Obtain <u>free</u> passes from public transportation for 1st month of employment. Think of creative use of public transportation: student capable of paying toward this cost. Curriculum can be is travel training. Employer, school and community went to the bus company together to advocate for route changes. Conduct early training to use bus.
5. <u>Job Coaching</u> a. Need for job coaches (ages 15+). <u>Gap</u> in last semester school and for life of job (who pays?). Other times?	5.a. Provide standard funding for job coaches while student is in "transition phase." Schools can provide job coaches under special education funding. If it is the final step toward a viable job, VESID can initiate coaching to bridge the person from the school services into the permanent, post-school lifelong supported employment services program.
b. Job coach continuity.	5.b. Share personnel (school, adult agency)

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LESSONS LEARNED BY PARTNERS	
Challenges Faced by Partnerships	**Strategies Used to Overcome Challenges**
6. Resources a. Financial	6.a. Address needs for such services earlier in the process than when a particular student needs it in order to package appropriate services from different sources. Develop funding through J.T.P.A. or private grants. District can fund transition services with special education aid, and should consider the total cost of contracting with the community rehabilitation provider program versus the cost for a special education student to attend comparable services at BOCES. Market the cost benefit of using the community rehabilitation program to the school district budgeting planners. Salaries for students can represent revenue to offset costs of transportation. Families may be able to contribute to costs of job coaching at a community rehabilitation program, especially if a Social Security/Supplemental Security work incentives plan can be written.
b. Accountability and incentives.	6.b. Quality issues become evident over time and with experience. Networking with other schools and community rehabilitation programs is promoted when there is an community level interagency transition planning team.
c. Rural versus urban settings raise different issues.	6.c. Networking across the state can be enhanced by asking statewide organizations (state agencies with regional offices, SETRC training network, NYSRA) for referrals to people with similar interests in other locations.
d. Regulatory issues appear not to allow cooperation (e.g., SED/VESID/OMH/OMRDD roles/rules vs. what is BOCES aidable?)	6.d. Community interagency transition planning teams that include community rehabilitation programs, schools and regional offices of State agencies are a good place to work out joint planning approaches.

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PROVIDER	SCHOOL
Francine Tishman National Center for Disabilities Services 201 I.E. Willets Road Albertson, NY 11507-1599 516-747-5400	Mehri Fryzel Bellmore-Merrick Central School 1260 Meadowbrook Road North Merrick, NY 11566 516-623-8900
Louise Friedman c/o TRI 971 Stewart Avenue Garden City, NY 11530 516-222-2092	Dr. Roslyn Kessler Director of Special Education Elmont-Sewanhaka High 555 Ridge Road Elmont, NY 11003
Ric Swierat Westchester ARC 74 West Moreland Avenue White, Plains, NY 914-428-8330	Margo Valerio Transition Facilitator White Plains High School 550 North Street White Plains, NY 10605 914-422-2182
Margie Lee Symanski ARC Monroe (Job Path) 1000 Elmwood Avenue Rochester, NY 14620 716-271-0660	Therese Zona BOCES I 41 O'Connor Road Fairport, NY 14450 716-377-4660 ext. 273
Marion Balch Fulton ARC 127 East State Street Gloversville, NY 12078 518-762-0024	Dom Bagetta Assistant Superintendent for Instruction Gloversville Enlarged School District 90 Main Street Gloversville, NY 12078 518-725-5817
Michael Doherty Chemung ARC PO Box 628 711 Sullivan Street Elmira, NY 14902 607-734-6151	Bette Rae MacIntyre Supervisor of Student Services Schuyler Chemung Tioga BOCES 459 Philo Road Elmira, NY 14903 607-739-3581 (fax-739-7843)
Freda Rosen Project Director Job Path 22 West 38th Street 11th Floor New York, NY 10018 212-944-0564	Sonia Braniff Office of Special Education 110 Livingston Street Room 832 Brooklyn, NY 11201 718-935-3469
Eleanor McGee Fed. CAP Rehabilitation Services 211 West 14th Street New York, NY 10011 212-727-4321	Mary Forde Citywide Programs 400 First Avenue New York, NY 10010 212-779-7200

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Partnership Model Snapshots

Name the school district and community rehabilitation program partners:

Brooklyn School for Career Development
ACRMD

Briefly describe the model of service:

Students volunteer in nursing homes during the last two years in school. Then, they move into enclaves operated by ACRMD at the same nursing homes, with VESID sponsorship to complete training.

Describe what students are served (number, age, vocational readiness):

8 students
ages 18-22
functioning below 50% of competitive rates

Identify the transition gap or need that the model addresses for transitioning students:

Need for enclave models to place persons who are not producing at competitive levels but who have begun adjustment in integrted community settings. Enclave provides intensive training opportunity, travel skills and real wages linked to productivity.

Identify the roles of the following key players:

school -- train and provide volunteers.

community rehabilitation program -- supervise and staff enclave, provide travel and other training after placement.

student and family -- use natural supports.

state vocational rehabilitation counselor (VESID or CBVH) -- flexible funding.

other community partners (specify) -- Nursing home industry (owners).

Continued on the other side ------>

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IDENTIFICATION OF CRITICAL ISSUES AND STRATEGIES

The box below notes the top TWO challenges that had to be overcome and the corresponding strategies that you developed to enhance the success of the partnership between the school and the community rehabilitation program.

Challenges	Strategies
1. Sell productivity of trainees to industry	1. Volunteer at sites to demonstrate value and capability.
2. Need to convince VESID to place high risk consumers.	2. Used employer recommendation after volunteer period.

The box below identifies student transition needs remaining to be addressed and the joint activities envisioned to address them.

Student Transition Needs	Possible Activities
1. Long term travel training.	1. Group or extended funding to provide services.
2. Clinical and counseling services to support them on job.	2. Possible use of article 16 clinic.

Partnership with Schools Committee Meeting
May 2, 2001
Holiday Inn

Opening by Carol Carnevalla and Sue Barlow, Co-chairs of the Partnership with Schools Committee
Comments by Wendy Quarles, RRCEP II, Co-sponsor of this Committee meeting and training

MORNING SESSION:

SED Presentation by Rita LeVay, Manager of Special Education Services:
See handout of the slides used in presentation. If you have questions, please contact Pat Dowse, NYSRA or contact Rita LeVay via the website.

Career Links Program next sites: Bronx, Brooklyn, LI-Hauppauge, North Country

TRAINING – Chris Kingsley

PINK PACKAGE

Definition of a Partnership

Relationship among Institutions

1. Benefits to all parties - tangible
2. Equal relationships – peers and colleagues
3. Common Goals – common ground
4. Shared Resources – both giving
5. Mutual Respect for strengths & Differences
6. Growth in direction of greater scope & involvement – where do we go next?
   Turn over of key players that got the partnership going

HANDOUT: Managing Complex Change (pg. 8)

Make change, have it happen well and with continuous quality improvement

VISION - is a biggie, there is usually a mix-up here.
What is this? Not just a Vision Statement – need a clear picture of what we want to do and how we are going there.

SKILLS
INCENTIVE – What's in it for me?
RESOURCES
ACTION PLAN
EVALUATION

EXERCISE:
As individuals, look at partnerships between schools and rehab providers - Who are the kids we are trying to serve? What are the Common Characteristics of these kids?
NOTE: A lot about today is learning PROCESS –
Recognize the make-up of group INTROVERTS vs EXTROVERTS
Introverts process information internally and extroverts verbally, so when starting a process do not forget who makes up your group and their need to process information differently.

Now share your ideas with those at your table. Then as a Group, identify the 5 MOST IMPORTANT IDEAS you generated. On the paper provided, write them out for posting
From the 5 ideas, pick the 2 the group thinks is least likely to have come up with. Bring to Chris

RESULTS OF BRAINSTORM ACTIVITY

GROUP 1
Kids fall between the cracks
Staudents at risk
Confused about their own identity
Out of school
Low self esteem
Students with no advocate or voice
Involvement and education of systems for parents and family
Eager to work
Persistent and Motivated towards independence
Strive for independence
Resilient
Open to suggestion
Want to learn and grow

GROUP 2
Kids need "EXTRA" support not typically available
Lack of Natural support
Lack of Community Supports
Good family/Community Support

GROUP 3
Elementary skills
Limited SCANS skills
No interpersonal skills, conflict resolution
Socially naïve behaviors
Resilient
Capability to Learn
Lots of Abilities
Desire for Independence

GROUP 4
Missing viable vocational training
Need career educational development
Benefit from experiential learning
Students need IPE
Motivated to work and want to work
Receptive to new opportunities
Working for direction
Optimistic
Drive to Succeed
Loyal
Adventurous
Honest
Interested in Careers
Goal oriented

GROUP 5
12-21 years old
Want **$$$**
Students with disabilities
Non-English IEP students

Language barriers
Visual hearing
NOTE: Asked for characteristics and we gave "needs" Did not see strengths, only saw "needs"
Now go back and find 3 positive traits (Positive traits are listed in italics in the above lists)
PROCESS: This kind of exercise puts everybody in an equal footing and power, allows enables everybody to get the information shared that they want to share.

What we are doing is "Designing a LOGIC MODEL"
We looked at CHARACTERISTICS first, now we need to look at OUTCOMES

LUNCH BREAK

Speaker: Larry Gloeckler, Assistant Commissioner VESID
State Workforce Investment Board voted to make Youth Council priority
Challenge grants to be issued through WIB
Competitive grants for employment opportunities for kids
Larry was asked to clarify the funding, NYSRA will work with him to get at the "real"answer.

AFTERNOON SESSION:

EXERCISE:
PROCESS OF PARTNERSHIP [Pink package (p12)]

BROKER/VISIONARY
Can create them when the system knows what the problems are
Broker does not need to be the expert, TENTATIVE PROBLEM DEFINITION is the need presented
The next question is:
Who do we need to be in our group? Who is most likely to be an easy sell, become allies quickly.
Develop CORE LEADER"S GROUP
Activity is around revising the problem definition from Broker
Tentative vision
New player identification
NOTE: KEY TO PARTNERSHIP – Ownership of the Vision
EXPANDED LEADER"S GROUP
Same process done again, even if they feel done again
RATIFIED VISION, MISSION
GOALS & OBJECTIVES/TASKS
MANAGERS & LINE STAFF involvement – should be involved in information sharing along the way

EXERCISE:
What KEY OUTCOMES do we want for these kids and parents?
Categorize: if outcome is school generated, rehabilitation generated, or both, mark accordingly.
Work individually first and then there will be group discussion. Decide on 5 key outcomes, then pick 2 that both systems would value

Differences? Let's check if myth or not? Need for clarification as to what is what:

RESULTS OF BRAINSTORM ACTIVITY

SCHOOL
Administration understanding special ed
State guidelines interfere
Graduate
Post secondary academic opportunities
Utilize CRP's to do what they do best
IDEA requirements

Time school schedule vs. Community schedule
Total school experience
Results of State assessments
Out before 21
High Scores, good grades
State guidelines interfere with non-academic planning

The School Group VALUES HIGHLY the following outcomes: Graduate, Continued Transportation, Enhanced post-graduate success indicators, Meeting learning standards, and IEP programs

REHABILITATION
School's focus is Academic and Vocational
Job site maintenance
More openness with mainstream
Reality based assessments
What happens after graduation
Entitlement vs. eligibility
Evidence of disability
Better development of work ethic
Reality based assessments
More openness with mainstreaming
More flexibility and creative choices
Have relationships

School people which of these are mandated? Unchangable?
Clear evidence of disability, entitlement vs. eligibility,
This resulted in a discussion that proved "lively" and as such, showed the group how important discussion is.

BOTH
GROUP 1
Ability to participate in all aspects of life
Increased ability to negotiate support
Team approach to Activity goals
Reality Training
Increase parent involvement in decision process

GROUP 2
Real Community membership
Informed choices
Achieve independence
Trust developing connections earlier
Self Advocacy
Community Integration
Residential Living Skills
Transportation skills
Knowledge
Support system
Transferring of skills for life and work

GROUP 3
Self awareness of strengths, opportunities
Develop marketable skills
Increase quality of employment
Person centered planning
Successful Long term work
Develop acceptable social skills

Skills to keep a job
Better utilization "knowledge" of VESID services
Master job related skills
Understanding of systems and process
Develop a work ethic resulting in meaningful work
Employment
Connection to other community agencies
Satisfaction with Transition process
Seamless transition to adult services
Smooth transition from school to adult work
Empowered
Develop a plan
Reality training for for all invested

EXERCISE:
LAVENDER Package:
School to Career is ABOUT all Youth learning
NOTE: Outcomes were part of the VISION

Page B13
SUCCESS
Picture not only the outcomes, but how it works for a student, the kinds of activities and the agencies connecting. Create a *flowchart* to show how it works

HELP NEEDED by SCHOOL DISTRICTS from REHABILITATION PROVIDERS
Clear role definition
Early involvement with students
Concrete results
Sensitivity to school demands
Build student self esteem
Job Coach and teacher work in conjunction

DIFFICULT TO ACCOMPLISH BUT WHAT WE SHOULD WORK TOWARDS
MONEY
Time for collaboration
Flexibility in eligibility determination
Meaningful vocational evaluations/assessments
Information to parents on funding sources to access services
Job supports and training
Develop shared perspective – adult/school provider

Cross-over topic: COMMON LANGUAGE/CROSS TRAINING

HELP NEEDED by REHABILITATION PROVIDERS from SCHOOL DISTRICTS
Early referral of students
Understanding school funding
Inclusion in IEP planning and Development
Classroom work linking
Walk a mile in our shoes
Access to students
Identify students earlier
Good, meaningful documentation
Help from their lobby groups

DIFFICULT TO ACCOMPLISH BUT WHAT WE SHOULD WORK TOWARDS:
MONEY
Time to meet
Psychological with scores
Clear documentation of disability
Commitment to the Process
Flexibility in academic schedule
Flexibility in eligibility determination
Appreciative of providers' relationships with employers
Follow through with Commitment

SCANS – Research team talking to employers
Three questions were asked – Skills necessary to enter, potential to succeed, potential to advance
The pattern is now known as SCANS skills set.

MANGO PACKAGE (F)
Top page is SCANS Skills – Look at list and ask yourself which of these you use in your job every day?
ANSWER is "I use all, they are portable."

Estimates from US DOL – 1 in 10 jobs now will not be in existence in 16 years. 9 out of ten will not exist. The question becomes what can we give them? Basic skills to handle any job, these, the SCANS skills are the new basic skills, survival skills.

EXERCISE:
What SCANS Skills have we used today?
Need to have the process include reflection on the skills they are using, builds self-esteem.
We all worked as a team, group, or maybe simple as a motley crew.
What can be identified as the Actions and Behaviors that contributed to WORK as a TEAM?
Listening
Shared responsibilities
Input
Respect
Sharing unique ideas
Negotiation
Looking for Consensus

Why did we analyze? So we could reflect. Why reflect? Realize actions and behaviors make up the skill. Hopefully there will be duplication. Improve self-image. Learn from the model.

What does it take to do it well? This way one can identify the actions and behaviors that make up good skills. Americans have been taught to compete, not work collectively. Reflection becomes very important to break "bad" habits of the inability to work in groups.

Foundation development of the VISION
Working on the ACTION PLAN as well
Also started looking at SKILLS
Identified the "stuff" that could be INCENTIVES
Talk about OUTCOMES driving the EVALUATION development

More questions contact:
Chris Kingsley Kingsleylc@aol.com and Pat Dowse at pat@nyrehab.org

New York State Rehabilitation Association

School/Community Provider Partnership Project

~Leadership Directory~

1999-2001

Mission Statement

Working with the support of the State level partnership between NYSRA and VESID, the Mentor and Apprenticeship Teams funded under this Request for Proposal:

* Provide services to diverse student population, schools with varying levels of wealth/poverty, and urban/rural settings across the State;

* Gather information about career preparation practices that result in improved secondary and transition services for students with disabilities;

* Assist in disseminating information to colleagues about effective practices and critical steps in establishing partnership between school districts and community rehabilitation programs.

Partnerships That Work

Pages

Falconer School District and The Resource Center.....2, 3

Freeport Public Schools and Abilities, Inc.....4, 5

Schalmont, Mohonasen, Niskayuna and Schenectady City School Districts and Schenectady ARC.....6, 7

Sewanhaka Central School District and Nassau BOCES.....8, 9

South Colonie High School and Northeast Career Planning... 10, 11

The Enlarged City School District of Troy and Rensselaer ARC.....12, 13

Lessons Learned.....14, 15

Sample Descriptive Materials Available

Mission Statements; Brochures; Goal Plans; Curriculum for Career Classes; Contractual Agreements; Budget Documentation; Staff Job Descriptions; Standardized File Format; Staff Development Tools; Standardized Evaluation Tools; Annual Report; Benefits Planning; Internship/Mentor Program; Marketing Packet

Falconer Central School District
The Resource Center
Employment Services

Main Contact:

Nancy Ingram
Director of Rehabilitation Services
880 East Second Street
Jamestown, New York 14701
Telephone # (716) 483-2344
Fax # (716) 661-1419

Transition Network Partners
Education Agency - Falconer Central School District
Rehabilitation Agency - The Resource Center

Geographical Area Town/City (2,500-50,000)

Students served overall since beginning of program
Special Education - 8 General Education - None

Students served in current school year in the grant process
Special Education - 4 General Education - None

Range of grade levels of students served 11 & 12

Program offers services to students with the following disabilities: Learning Disability, Traumatic Brain Injury, Mental Retardation Mild/Moderate

% of students with the following outcomes (may be more than 100% as students can be in multiple categories)
Supported Employment 100%

Services provided overall since the beginning of the program
Vocational Evaluation, Formal Individual Plans, Job Placement, Personal Skills Training, Transportation Services, Career Exploration, Situational Assessment, Job Development w/Employers, Development of Career Goals, Job Seeking Skills Training, Work Exposure, Job Coaching

Total funding for the program $4,000/student

Projected funding sources and amounts

Federal	90%
Special Education Budget	10 %

Rating on Transition Features (10 is High -1 is Low)

8-10	Individualized Educational Planning, Business Linkages, Administrative Leadership, Training Experience, Focus on Integration, Community-Based Training, Community Relevant Curriculum, On-going Staff Development, Interagency Collaboration, Job Placement, Program Development, Consulting Experience, Service Development
5-7	Early Planning, Stakeholder Satisfaction Survey
1-4	Joint Staff Screening and Evaluation, Co-located Office/Training Space

Experience with the New York State Education Department's Post School Indicators (PSI) Survey.
Two of the last three years.

Experience with the Committee on Special Education (CSE) Meetings.
Annual meetings on all students.

Freeport Central School District

Abilities, Inc.

Prosper Program

Main Contacts:

Patricia Birbiglia	Raymond Johnson
Asst. Director	Asst. Principal
Youth Transition Services	Freeport High School
201 I.U. Willets Road	50 So. Brookside Avenue
Albertson, New York 11507	Freeport, New York 11520
Telephone # (516) 465-1496	(516) 867-5384
Fax # (516) 747-2046	(516) 379-7592

Transition Network

Education Agency - Freeport Central School District
Rehabilitation Agency - Abilities, Inc.
Business (Over 60) - Internships: Robert Plan, WG|BB Radio Station and Home Depot
Parent Organization - P.T.A. - SEPTA
Colleges - Nassau Community College Hofstra University

Geographical Area Town/City (2,500 - 50,000)

 # Students served overall since beginning of program

Special Education - 30 General Education - 35

 # Students served in current school year in the grant process

Special Education - 30 General Education - 35

Range of grade levels of students served 11th & 12th

Program offers services to students with the following disabilities:

Learning Disability, Emotional Disabled, Multi-Disabled, ADHD

% of students with the following outcomes (may be more than 100% as students can be in multiple categories)

Military 3%	College Degree 11%
Competitive Employment 14%	Drop Outs 6%
High School Diploma 31%	Still in School 35%

Services provided overall since the beginning of the program
Work/School Restructuring, Academic Support Services, Job Placement, Family Counseling, Self-advocacy Training, Assistive Technology, Situational Assessment, School Placement, Mobility/ Travel Training, Vocational Evaluation, Job Development w/ Employers, Career Exploration, Development of Career Goals, Educational Evaluation, Formal Individualized Plans, Vocational Skills Training, Job Seeking Skills Training, Work Exposure, Job Coaching, Clinical Supports, Rehabilitation Counseling, Personal Skills Training, Transportation Services, Employer Support Services, Employer Mentoring, Peer Support Groups Individual/Group Counseling, Portfolio Development, Independent Living Skills, Job Shadowing, Leisure Activity Assistance, Person Centered Planning

Total funding for the program In-kind services provided by Abilities, Inc. Funding for Programs is supported directly by Freeport School thru state & special education funding streams.

Rating on Transition Features (10 is High -1 is Low)

8-10	Interagency Collaboration, Joint Staff Screening and Evaluation, Co-located Office/Training Space, Individualized Educational Planning, Focus on Integration, Administrative Leadership, Program Development, Service Development, Job Placement, Business Linkages, Community-Based Training, Community Relevant Curriculum, On-going Staff Development, Early Planning
5-7	Stakeholder Satisfaction Survey, Training Experience, Consulting Experience

Experience with the New York State Education Department's Post School Indicators (PSI) Survey.
Freeport School District is familiar with the NYS PSI survey.

Experience with the Committee on Special Education (CSE) Meetings.
School staff and program staff are knowledgeable about the mission and governing laws of the CSE and frequently attend and participate in annual and triennial CSE meetings to develop realistic individualized plans for participants of program.

Schalmont, Mohonasen, Niskayuna and Schenectady City School Districts
Schenectady County Chapter, NYSARC, Inc.

The Student Work Experience Program

Main Contact:

Mark C. Sheehan, MS, MPA, CRC
Director of New Initiatives, Schenectady ARC
214 State Street, P.O. Box 2236
Schenectady, New York 12301-2236
Telephone # (518) 372-1160, ext. 351
Fax # (518) 377-2189

Transition Network

Education Agency -Schalmont, Mohonasen, Niskayuna and Schenectady City School Districts
Rehabilitation Agency - Schenectady Co. Chapter, NYSARC, Inc.
Career Exploration - Schenectady City Job Training Agency
Business - Schenectady City Chamber of Commerce, Capital Region WIB
Other - Child Guidance Center, Boys & Girls Club of Rotterdam

Geographical Area Urban (50,000-100,000)

Students served overall since beginning of program
Special Education - 150 General Education - None

Students served in current school year in the grant process
Special Education - 33 General Education - None

Range of grade levels of students served 10th through 12th

Program offers services to students with the following disabilities:
Learning Disability, Emotional Disability, Orthopedic Impairment, Mental Retardation

% of students with the following outcomes (may be more than 100% as students can be in multiple categories)
Competitive Employment 10% Sheltered Employment 10%
Supported Employment 60% Vocational/Technical 20%

Services provided overall since the beginning of the program

Adaptive Aides, Work/School Restructuring, Vocational Evaluation, Formal Individualized Plans, Academic Support Services, Personal Skills Training, Transportation Services, Employer Mentoring, Portfolio Development, Career Exploration, Support Services, Vocational Skills Training, Situational Assessment, Employer Clinical Supports, Rehabilition Counseling, Development of Career Goals, Job Seeking Skills Training, Work Exposure, Job Coaching, Job Shadowing, Peer Support Groups

Total funding for the program $126,962

Projected funding sources and amounts

Federal: $16,200 **Special Education Budget:** $65,100

State: $11,000 **Other (Specify):** United Way - $34,662

Rating on Transition Features (10 is High -1 is Low)

8-10	Early Planning, Interagency Collaboration, Joint Staff Screening and Evaluation, Co-located Office/Training Space, Individualized Educational Planning, Focus on Integration, Community Relevant Curriculum, Community-Based Training, Business Linkages, Training Experience, Service Development, On-going Staff Development, Administrative Leadership, Training Experience, Stakeholder Satisfaction Survey
5-7	Program Development, Consulting Experience, Service Development
1-4	Job Placement

Experience with the New York State Education Department's Post School Indicators (PSI) Survey.

This writer is currently uncertain as to each school districts' familiarity with the PSI.

Experience with the Committee on Special Education (CSE) Meetings.

Program staff do not participate frequently in CSE meetings, but instead communicate directly with the CSE department chairpersons, special education teachers and guidance counselors, the BOCES Transitional Services Coordinators and other involved staff on a regular basis.

Sewanhaka Central High School District
Nassau BOCES

Sewanhaka/Nassau BOCES NYSRA Partnership Team

Main Contact:

Renee Trachtenberg
Supervisor
2950 No. Jerusalem Road
Wantagh, New York 11793
Telephone # (516) 826-2686
Fax # (516) 396-2686

Dr. Eloise Messineo
Director of Special Education
555 Ridge Road
Elmont, New York 11003
(516) 488-9853
(516) 488-9899

Transition Network

Education Agency - Sewanhaka Central High School District
Rehabilitation Agency - Nassau BOCES
Business - 50 Plus in Nassau County

Geographical Area Town/ City (2,500-50,000)

Students served overall since beginning of program

Special Education - 25 General Education - None

Students served in current school year in the grant process

Special Education - 11 General Education - None

Range of grade levels of students served 11th & 12th

Program offers services to students with the following disabilities:

Learning Disability, Emotional Disability, Mental Retardation -Mild

% of students with the following outcomes (may be more than 100% as students can be in multiple categories)

Competitive Employment	16%	Vocational / Technical	5%
Supported Employment	60%	Day Habilitation	5%
High School Diploma	15%		

Services provided overall since the beginning of the program

Adaptive Aides, Work/School Restructuring, Vocational Evaluation Career Exploration, Development of Career Goals, Formal Individualized Plans, Vocational Skills Training, Job Seeking Skills Training, Work Exposure, Job Coaching, Personal Skills Training

Transportation Services, Employer Support Services, Job Shadowing, Employer Mentoring, Peer Support Groups, Portfolio Development, Academic Support Services, Job Placement, Family Counseling, Self-advocacy Training, Assistive Technology, Situational Assessment, School Placement, Mobility/Travel Training, Job Development with Employers, Educational Evaluation, Clinical Supports, Rehabilitation Counseling, Adaptive Environment, Independent Living Skills, Individual/Group Counseling, Leisure Activity Assistance, Person-Centered Planning

Total funding for the program Initially the program was funded as part of a federal grant. This grant which covered BOCES services to several districts which included Sewanhaka amounted to $125,000 per year for three years. From 1997 to the present after the end of the grant Sewanhaka has been paying for these services on a fee-for-service basis.

Projected funding sources and amounts

Federal: $125,000 **Fee for Services:** $125,000
Special Education Budget: $125,000

Rating on Transition Features (10 is High -1 is Low)

8-10	Early Planning, Interagency Collaboration, Joint Staff Screening and Evaluation , Individualized Educational Planning, Focus on Integration, Community Relevant Curriculum, Comunity-Based Training, Business Linkages, On-going Staff Development, Training Experience, Service Development, Consulting Experience, Stakeholder Satisfaction Survey, Job Placement, Program Development
5-7	None
1-4	Co-located Office/Training Space

Experience with the New York State Education Department's Post School Indicators (PSI) Survey.

Nassau BOCES participated in the PSI survey during the 1997/98 school year.

Experience with the Committee on Special Education (CSE) Meetings.

Sewanhaka holds annual CSE meetings on all students involved in the project. Nassau BOCES participated in all CSE's meetings in person or by teleconference.

South Colonie High School
Northeast Career Planning
Community Based Vocational Education Program

Main Contact:

Crystal Eaton
Coordinator of School to Work Services
28 Colvin Avenue
Albany, New York 12206
Telephone # (518) 438-3824 ext. 223
Fax # (518) 453-9096

Transition Network

Education Agency - South Colonie High School, Capital Region BOCES

Rehabilitation Agency - Northeast Career Planning

Business - Business Advisory Council for Northeast Career Planning, Colonie Youth Employment Center

Parent Organization - Northeast Career Planning

Geographical Area Town/ City (2,500-50,000)

Students served overall since beginning of program

Special Education - 100 General Education - None

Range of grade levels of students served 9th thru12th

Program offers services to students with the following disabilities:

Psychiatric disabilities (students at risk). All categories of disabilities are represented.

% of students with the following outcomes (may be more than 100 as students can be in multiple categories)

Supported Employment 90% Competitive Employment 10%
College Degree 10%

Services provided overall since the beginning of the program

Adaptive Aides, Work/School Restructuring, Vocational Evaluation Career Exploration, Dev. of Career Goals, Formal Individualized Plans, Vocational Skills Training, Job Seeking Skills Training, Work Exposure, Job Coaching, Personal Skills Training, Transportation Services, Employer Support Services, Job Shadowing, Employer Mentoring, Peer Support Groups, Portfolio Dev., Job Maintenance, Supported Education

Total funding for the program The total funding of this program varies based on students needs and number of students involved in the program for that school year. Our contract is based on fee for services and the program is so individualized that the funding varies from year to year. It continues to grow each year as more students and teachers are participating in the program.

Projected funding sources and amounts

Fee for Services: $25.00 an hour paid for by the school

Special Education Budget: $25.00 an hour

Other: At the time a student is ready to graduate all services are funded through VESID, OMRDD or OMH depending on the service and disability category at the time a student transitions from school to adult services.

Rating on Transition Features (10 is High -1 is Low)

8-10	Early Planning, Interagency Collaboration, Joint Staff Screening and Evaluation, Co-located Office/ Training Space, Individualized Educational, Planning, Focus on Integration, Community Relevant Curriculum, Community-Based Training, Business Linkages, On-going Staff Development, Job Placement, Program Developement, Administrative Leadership, Consulting Experience, Training Experience, Service Development, Stakeholder Satisfaction Survey

Experience with the New York State Education Department's Post School Indicators (PSI) Survey.

Both the staff at South Colonie and NCP have been exposed to the PSI Survey through training programs.

Experience with the Committee on Special Education (CSE) Meetings.

Area South Colonie improvement NCP is not always invited to CSE meetings. Yet, NCP staff attend them on a regular basis with other schools

The Enlarged City School District of Troy
Rensselaer County Chapter NYSARC
School to Employment Partnership (STEP)

Main Contact:

Charles Miskovsky
School to Work Coordinator
484 River Street
Troy, New York 12180
Telephone #: (518) 272-3800 or
(518) 271-5458
Fax #: (518) 273-3934

Transition Network
Education Agency - Enlarged City School District of Troy
Rehabilitation Agency Rennelaer Co. Chapter NYSARC
Business- Riverfront Partnership

Geographical Area Town/City (2,500-50,000)

# of students served overall since beginning of program
Special Education - 270 General Education - None

# of students served in current school year
Special Education - 84 General Education - None

Range of grade levels of students served 9th thru 12th

Program offers services to students with the following disabilities:
Learning Disability, Emotional Disability, Speech Impairment
Mental Retardation, Multi-Disabled, Health Impaired

Percent of students with the following outcomes (may be more than 100% as students can be in multiple categories)

Competitive Employment 10%
Supported Employment 90%

Services provided overall since the beginning of the program
Work/School Restructuring, Academic Support Services, Vocational Evaluation, Career Exploration, Development of Career Goals, Formal Individualized Plans, Vocational Skills Training, Job Seeking Skills Training, Work Exposure, Job Coaching, Personal Skills Training, Transportation Services, Employer Support Services, Job Shadowing, Employer Mentoring, Person Centered Planning, Portfolio Development, Job Placement, Situational Assessment, Mobility/Travel Training, Clinical Supports, Independent Living Skills, Transition/Information on Adult Providers (VESID, OMRDD, ILC's)

Total funding for the program Undisclosed

Rating on Transition Features (10 is High -1 is Low)

8-10	Interagency Collaboration, Joint Staff Screening and Evaluation, Co-located Office/Training Space, Individualized Educational Planning, Focus on Integration, Administrative Leadership, Program Development, Service Development, Job Placement, Business Linkages, Community-Based Training, Community Relevant Curriculum , On-going Staff Development, Early Planning
5-7	Stakeholder Satisfaction Survey, Training Experience, Consulting Experience

Experience with the New York State Education Department's Post School Indicators (PSI) Survey.
Yes

Experience with the Committee on Special Education (CSE) Meetings.
The staff from STEP by routine, participate in CSE and annual review meetings for all the students we serve.

"Lessons learned while operating the program and revised strategies"

Freeport Central School District
Abilities, Inc.

Maintaining and promoting constituent collaboration to review and revise program components. Provide consistent staff development and dialogue to continually think "out of the box". Success begets Success. It was unanticipated at initial start up of program that many students would want to enter post-entered college. We also did not anticipate such a high increase in attendance rate from 50% (initially conceptualized) to 81%. Additionally, we did not expect the close friendships that were developed across ethnic boundaries based on interaction and interest rather than stereotyped prejudice. More importantly, our true success is marked by how others received our program, encouraging it's growth and longevity.

Falconer Central School District
The Resource Center

Collaboration with school board was necessary. Their cooperation was needed to mesh school schedule and philosophy with the agency's way of doing business.

The Enlarged City School District of Troy
Rensselaer County Chapter NYSARC

The need for flexibility in planning and implementation of services and need to bridge the gap between the school district and adult providers.

South Colonie High School
Northeast Career Planning

Collaboration is essential. Role Clarification needs to be specific, needs to be flexible, need to understand each other's culture and be understanding of it. Business has to be a major stakeholder with access to students.

Schalmont, Mohonasen, Niskayuna and Schenectady City School Districts
Schenectady County Chapter, NYSARC, Inc.

The program and its staff have learned the value and benefit of partnering with local school districts in developing community-based vocational education programs. In sharing resources already in place at the school district, these programs have proven to be cost effective and successful.

The SARC's school-to-work programs are valued by the Schenectady County Chamber of Commerce, Capital Region Workforce Investment Board, Schenectady County Job Training Agency and the Boys and Girls Club of Rotterdam. In partnership with the Child Guidance Center Incorporated, the program has just embarked on a new initiative called "Worktrac", funded by the NYS Office of Mental Health, which provides a continuum of school-to-work transition services to students enrolled in the Center's after-school therapeutic program.

Sewanhaka Central High School District
Nassau BOCES

The rate of success in students transitioning from school to work to Supported Employment has been enhanced by the fact that all job placements are accomplished based on individual student's needs as determined by academic records, situational assessments that match a student's experience & skill willingness.

Produced by:
Bea's Productions
P.O. Box 493
Stillwater, New York 12170
E-mail: TimpanaroB@aol.com
(518) 664-7157